

DEANS OFFICE

OCTOBER 1943

*The*  
WARD-BELMONT  
SCHOOL

*Nashville, Tennessee*

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# Ward-Belmont and the War

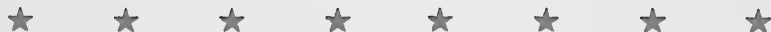
The attack on Pearl Harbor did not inaugurate defense activities on this campus—it accelerated them. Prior to December 7, 1941, the students and staff members had been devoting much of their leisure to knitting. In fact, the Ward-Belmont group knit the second largest number of sweaters furnished the Red Cross by any organization in Nashville.

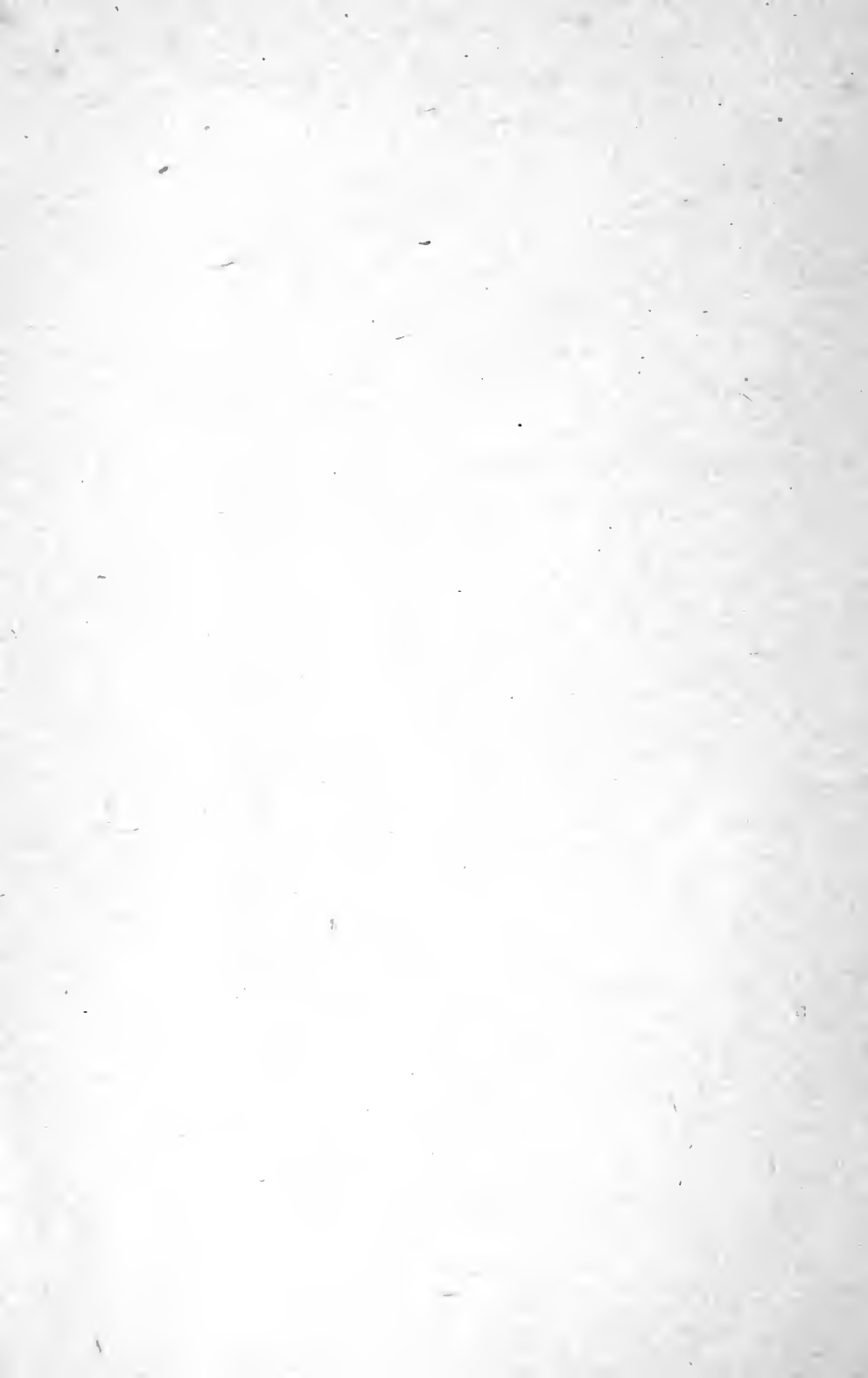
June, 1941, a surgical dressings unit was established on our campus. There had been only one such unit in Nashville up to that time. Our equipment is used by the women of the community and by any students interested; over a million surgical dressings have been supplied the Red Cross.

Another development is the offering to our students of two credit courses—First Aid and Home Nursing, respectively. These courses began February 2, 1942. The number who can get into one or the other course is limited only by the number of instructors available.

Highly successful War Bonds sales are held each year; the annual Red Cross campaign on the campus is oversubscribed.

As in the other World War, Ward-Belmont will do its share in furnishing aid to our armed forces to the end that hostilities may be brought to a triumphant conclusion.





ANNUAL CATALOG AND ANNOUNCEMENT

THE  
WARD-BELMONT  
SCHOOL

A JUNIOR COLLEGE, PREPARATORY SCHOOL, AND  
CONSERVATORY OF MUSIC FOR YOUNG WOMEN

*Limited Enrollment*

A MEMBER OF THE  
SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

A JUNIOR COLLEGE MEMBER OF THE  
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

A MEMBER OF THE  
AMERICAN ASSOCIATION OF JUNIOR COLLEGES

OCTOBER, 1943

BELMONT HEIGHTS, NASHVILLE, TENNESSEE  
U. S. A.

Dear Miss America:

This catalog is dedicated to you, a young American woman of preparatory school or college age. You doubtless have many questions. May I anticipate some?

First, what is Ward-Belmont? It is a distinguished Southern school for girls. It was founded in 1865 as Ward's Seminary, and merged with Belmont College in 1913. Its academic reputation is irreproachable; since 1925 it has been a member of the Southern Association of Colleges and Secondary Schools. There are three important divisions: the junior college, the preparatory school, and the conservatory of music.

Second, just what sort of a place is it? The campus was an antebellum plantation. The main building is the old plantation mansion. It is a French villa, with precious Venetian glass in doors, windows, and transoms. The iron grille work on the galleries reminds you of New Orleans; it should, because it was imported from France. The magnolia trees, the summer houses, and the marble fountain on the lawn take you back in imagination to the days of hoop skirts and courtly manners. Inside, marble mantels, tall mirrors, elaborate cornices, and a hanging stairway delight your eye. Of course, there are modern classrooms in other buildings, a library without equal among Southern junior colleges, an indoor swimming pool, etc.; but you can read all about them in the pages which follow.

And where is Ward-Belmont? In Nashville, which lays claim to the proud title of the Athens of the South. The name of the city is associated with the thought of education and culture. Vanderbilt University, Peabody College, and Scarritt College are within a few blocks of Ward-Belmont. The city's name is linked to those of famous men such as Jackson, Johnson, and Polk. Within a few miles are well-known horse farms, where the celebrated walking horse has had his greatest development. Ward-Belmont lovers of horseflesh visit these farms.

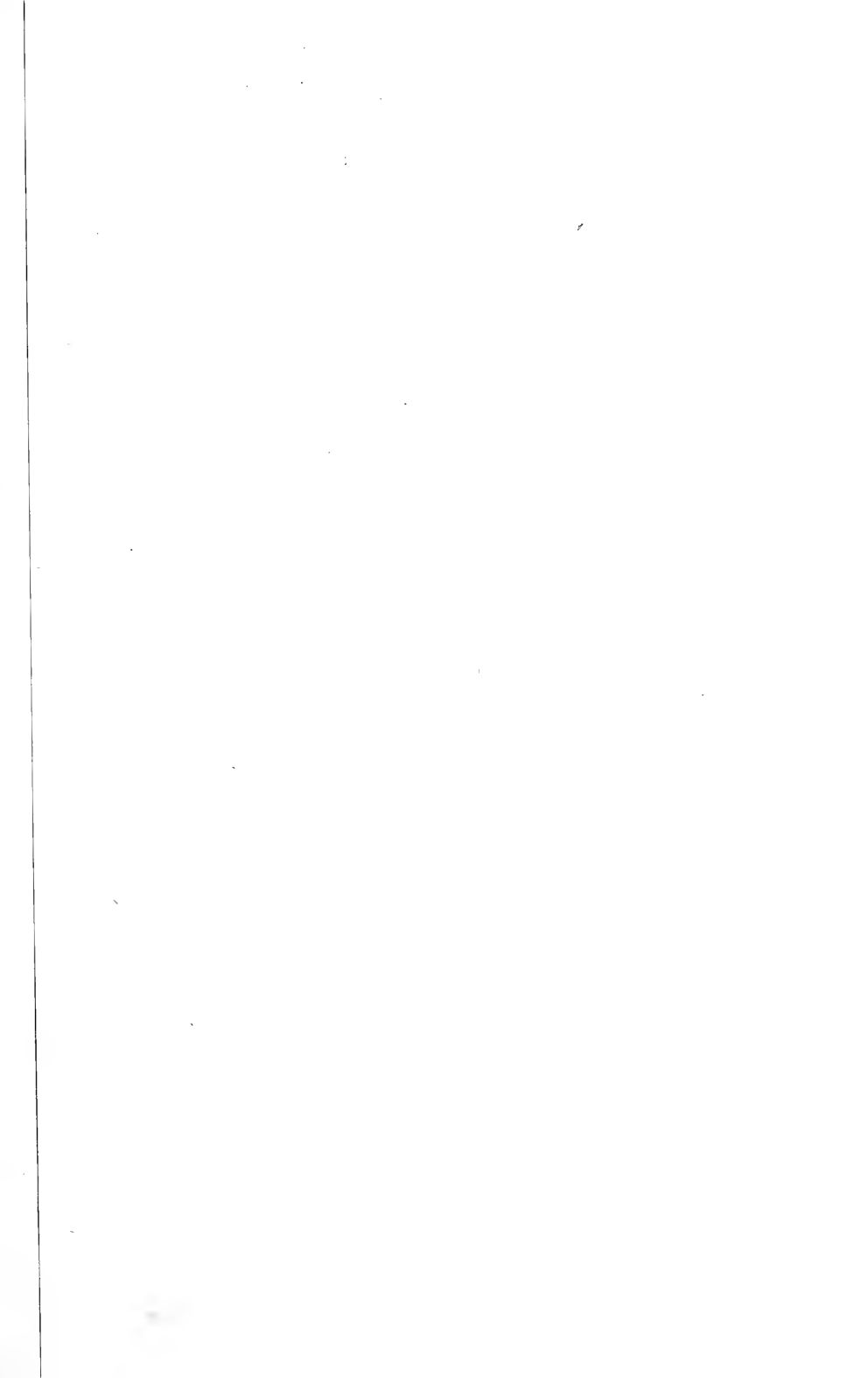
And who attend Ward-Belmont? Ward-Belmont is a small school, enrolling between four hundred and fifty and five hundred young women from over thirty states. Daughters of industrialists, Army and Navy officers, physicians, bankers, and farmers (to name a few vocations) make lasting friendships here while preparing for successful careers. (Ask for a copy of *Who's She*—Ward-Belmont's *Who's Who*.)

Boys' preparatory schools—Castle Heights and Columbia Military Academy—and several colleges nearby assure a Ward-Belmont girl of adequate companionship and escorts to football games, dances, and so forth.

Does this picture of going to school in romantic surroundings appeal to you? Then read the detailed account which follows.

Yours for a happy school life,

JOSEPH E. BURK, *President*.



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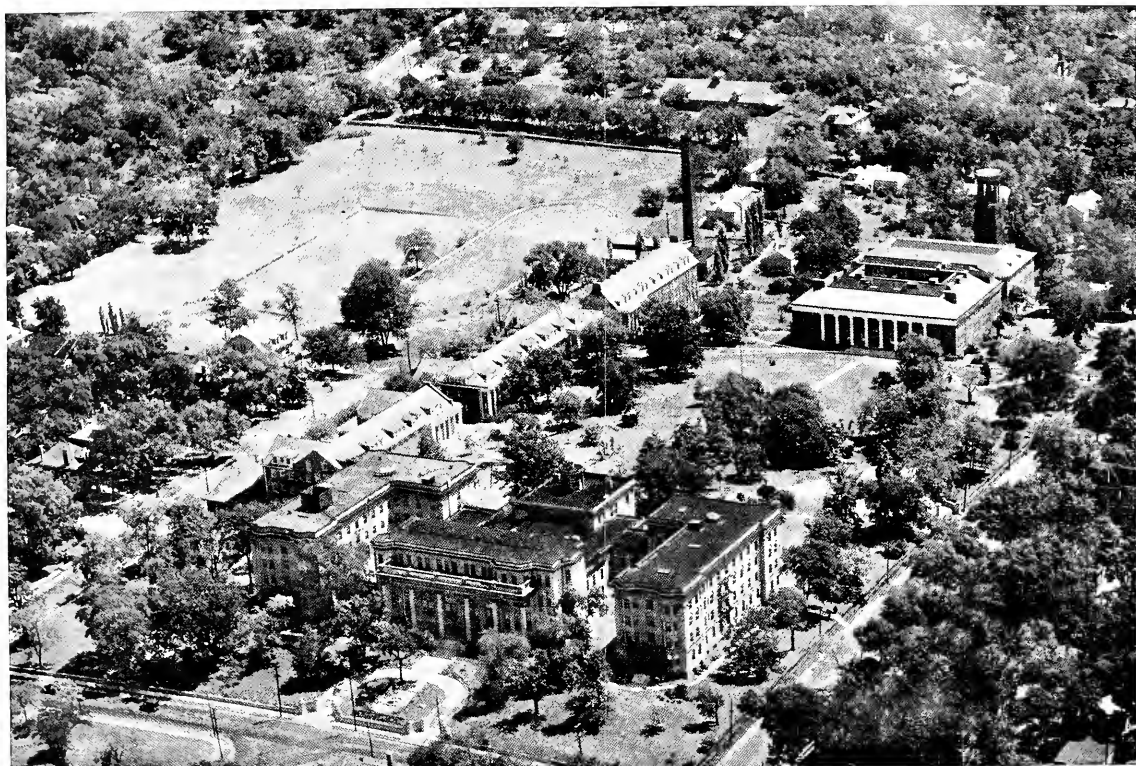
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*Aerial View of Ward-Belmont Campus*

THE QUADRANGLE AND ATHLETIC FIELDS, WITH THE STABLES AND PART OF CLUB VILLAGE IN THE BACKGROUND.



### *A Foreword*

The hope in the heart of one of the founders of our school was that the education given there might appeal "from the common-places and trivialities of daily life to a more exalted living, from the satisfaction of the barrenly educated to the delights of the quickened and thoroughly aroused mentality." Although many changes have come since those words were uttered, this high aim has abided at Ward-Belmont throughout the years and been more fruitful than anyone dared hope in the 1860's.

Education at its best is a quiet, even growth. It is more concerned with permanent roots than with leaves that will fall and be blown away with a change of season. In such a fundamental process much more is involved than the acquisition of a few mental tricks or superficial skills. It is rather a question of touching and cultivating those deep-seated attitudes, loves, hopes and desires that unconsciously color and shape our innermost thoughts and guide us in making our vital decisions.

It is the purpose of Ward-Belmont to give this kind of education. The means employed are simple. The surroundings reflect a fine tradition and kindle a love of those things that underlie gentle and gracious living. The atmosphere encourages dignity and a respect for all good things. The faculty exemplifies those qualities of stability, scholarship, and broad sympathy that the students are to build into their lives. The courses of study not only furnish information but aim to create a sympathetic understanding of the scientific spirit and a warm devotion to the best in literature, music, and the other arts.

Through these means are the foundations laid for a truly liberal and satisfying life.

## CALENDAR, 1943-44

### OPENING

September 15, 1943

### THANKSGIVING DAY

November 25, 1943

### CHRISTMAS VACATION

To be announced

### BEGINNING OF SECOND SEMESTER

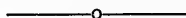
January 31, 1944

### COMMENCEMENT SUNDAY

May 28, 1944

### COMMENCEMENT DAY

May 30, 1944



## CALENDAR, 1944-45

### OPENING

September 13, 1944

### THANKSGIVING DAY

Fourth Thursday

### CHRISTMAS VACATION

To be announced

### BEGINNING OF SECOND SEMESTER

January 29, 1945

### COMMENCEMENT SUNDAY

May 27, 1945

### COMMENCEMENT DAY

May 29, 1945

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## EXECUTIVE OFFICERS

JOSEPH E. BURK, M.A., Ph.D.

*President*

FOREST K. FOWLER

*Business Manager and Secretary*

## ADMINISTRATIVE STAFF

CHARLES PINCKNEY HOGARTH, B.S., B.D., M.A.

*Dean of the Junior College*

ANNIE C. ALLISON, B.A., M.A.

*Principal of the Preparatory School*

ALAN IRWIN, B.Mus., Ph.B.

*Dean of the Conservatory*

GERTRUDE CASEBIER, B.A., M.A.

*Student Counsellor*

ALMA PAINE

*Registrar*

## LIBRARY STAFF

MARGARET ELIZABETH NEWHALL, B.A.; M.A.; B.S. in L.S.

HELEN HAYS EATHERLY, B.A.

LOUISE SAUNDERS

LOUISE HALL

## PERSONNEL DEPARTMENT

GERTRUDE CASEBIER, B.A., M.A.

*Student Counsellor*

ELLEN WORSHAM BARRET

MARY S. CHARLTON

DANA T. DAVIS

FRANCES ESTES

MARY ORDWAY HAY

GEORGIA RYMAN JACKSON

ELIZABETH GRINTER LAWRENCE

BESS MURPHREE

BONA A. NICHOLLS

MINNIE POWELL

MABEL J. PRYOR

*Hostesses and Assistants*

---

MARTHA DEARING DONNER

*Sponsor, Y.W.C.A.*

---

MARY M. HARRIS

*Housekeeper*

ROSA W. CLAY

*Dietitian*

WILLIE B. WEEDON

*Assistant*

LADY CORINNE MYERS

*Practice Supervisor*

*and*

*Secretary to Conservatory*

ROBERTA WIKLE

*Day Student Hostess*

SUZANNE ADDINGTON

*Alumnae Secretary*



# THE WARD-BELMONT SCHOOL

## HISTORICAL SKETCH

The Ward-Belmont School, comprising the junior college, the four-year college preparatory department and the conservatory of music, is the outgrowth of the union of Ward's Seminary and Belmont College. Ward's Seminary was established in 1865 by the Reverend William E. Ward, D.D., when he learned that the Nashville Female Academy, founded in 1820, would not re-open after the Civil War. The reason for the founding of this school was stated in the following words: "It was conceived that the want of the country was a more thorough preparation of young women for the duties of life. To this end a free, classic course was inaugurated and a full course in all other departments. It was intended that the full meaning of the word 'educate' should be striven for—the drawing out of all the powers, mental, moral and aesthetic." From the day of its foundation the school filled a distinct need, not only in the local community but in the neighboring states as well. Dr. Ward, with his wife as a never tiring co-laborer, directed the affairs of the school for over twenty years. After his death in 1892 Dr. J. D. Blanton and his wife became associated with the Seminary.

Belmont College was established in 1890 by Miss Ida E. Hood and Miss Susan L. Heron. The character and purposes of this school are best expressed in a statement by the founders: "The guiding thought and spirit of our work is the conscious desire to impart practical knowledge in such manner as best develops power, recognizing that far higher than this is the unconscious influence that emanates from the atmosphere and environment of a wisely directed school and is woven into the lives of all that come within its contact. It is our purpose to furnish opportunities for a broad and scholarly education."

In June, 1913, Misses Hood and Heron expressed the desire to retire. The schools were then united on the Belmont campus under the name of Ward-Belmont School. The present institution counts as its loyal alumnae the graduates of both Ward's Seminary and Belmont College. Since the consolidation, Ward-Belmont has offered two years of college work, a four-year college preparatory course and the regular program

of a conservatory of music. It was a pioneer in the junior college movement. The year after the consolidation Dr. Blanton became president and continued in that office until his death in 1933. He was succeeded by Dr. John W. Barton, who served until his death in September 1936. Mr. A. B. Benedict, vice-president, served as president until 1939. Upon his resignation, Dr. Joseph E. Burk, dean of the faculty since 1930, was elected to this office.

## NASHVILLE AND ITS ENVIRONS

For well over a century Nashville has been well known as an educational center. Schools of every kind are found here. Vanderbilt University with its various professional schools, George Peabody College for Teachers, Scarritt College for Christian Workers, and Ward-Belmont are located in the same general community and help to give Nashville distinct charm and an atmosphere of culture. The city is an ideal home for students. In addition to the annual series of concerts and lectures given by world famous artists and writers in the school auditorium, Ward-Belmont students attend the best of concerts, plays and lectures presented in Nashville during the season.

There are some very interesting examples of architecture in Nashville that are well worth study by students. Among them may be mentioned the Tennessee State Capitol, the exact replica of the Parthenon in Centennial Park, and the imposing War Memorial Building with its park. To the west of the school lies Belle Meade, for many years the South's most celebrated stock farm and now Nashville's beautiful residential suburb. The Hermitage, the home and burial place of Andrew Jackson, is twelve miles to the east. There are also many monuments and places of historical significance near by.

## CLIMATE AND HEALTH

The temperate climate of Middle Tennessee makes Nashville an ideal location for schools. Students from northern states, as well as those from farther south, find that mild weather and an inviting campus encourage outdoor sports and games. These have contributed much toward maintaining the excellent health record of the school.

Ward-Belmont realizes how much the health of its students depends upon school surroundings and safeguards their health in every way. The buildings are carefully planned. The drinking water, for example, is cooled electrically and supplied in hygienic fountains throughout the buildings. Experienced nurses have charge of a well-ordered infirmary. The regular program of school life as regards meals, sleeping hours and exercise does much to insure good health. A physician's certificate is presented by every applicant for admission.

## CAMPUS

Ward-Belmont, on an elevation of one hundred feet above the city, stands in a beautiful park, formerly the site of Belmont, the celebrated Acklen estate. The campus of forty-five acres, a part of which is occupied by athletic fields, is well above the city and is sufficiently removed to give the quiet and seclusion conducive to studious habits. Transportation facilities, the shopping districts and churches of all denominations in the city are, however, readily accessible.

## BUILDINGS AND EQUIPMENT

The nucleus of the school is the old Acklen residence, an unusual ante-bellum adaptation of French architecture. Grouped around this interesting center of an old Southern estate are the buildings that have been added at intervals. These are arranged in a quadrangle with the west side open. On the north are Fidelity, North Front, South Front and Founders halls, this last containing the drawing rooms, the auditorium and the dining rooms. On the east are three residence halls, Heron, Pembroke and Hail; on the south, Blanton Hall and the gymnasium. Among the other buildings on the campus are the Preparatory School, the music practise house and the extensive group of social clubs. Heat is supplied by a central plant removed some distance from the quadrangle. The buildings are suitably lighted at all hours. Frequent fire drills and adequate fire escapes assure every protection. Several buildings adjacent to the campus are owned by the school and used for various purposes. One houses the home economics department.

In Blanton Hall are the administrative offices. The ground floor contains the chemistry, biology, and physiology labora-

tories and lecture rooms. The library is on the main floor. On the second floor are classrooms and the speech studio, which is adapted both to class work and to the production of plays before a small audience. It is also used as the laboratory for radio broadcasting classes. The third floor is occupied mainly by the art studios.

Since nourishing and appetizing food tastefully served is one of the best agents for physical and mental development, every care is given to it in the school dining room. The kitchen and bakery have the latest improvements in gas and electric appliances and cold storage. The most improved methods of steam cooking are used. The dining halls are commodious and attractive and the menus carefully supervised by a competent dietitian who has made *this school famous for its unexcelled Southern cuisine.*

Separate dormitories are provided for college and preparatory students, thus promoting the individual welfare of each department by satisfying independently its particular needs. These residence halls are designed and furnished to meet every demand of comfortable and well-ordered home life. Heron, Pembroke and Hail halls are arranged in suites of two double rooms with connecting bath, or, in some cases, of two single rooms with connecting bath. Other dormitories have rooms of two types: separate double rooms, *each with hot and cold water*, with ample baths on every floor; and suites of two double rooms and bath. With a few exceptions the rooms have separate closets. *Each room is furnished with rugs, window draperies, dresser, table, chairs and beds.* All the rooms have outside exposure, with abundant sunlight and fresh air. Transoms provide additional ventilation.

Ten well-equipped club houses provide for the needs of the ten social clubs for resident students. Each is prepared for meetings and informal entertaining.

The gymnasium building is a complete unit. On the main floor are two gymnasium rooms—one ninety by fifty feet, for general activity; the other, fifty by twenty-eight feet, equipped for special exercises. On this floor are also the executive offices and an examining room. A spectator's balcony surrounds the main gymnasium. On the balcony floor are recitation rooms, a dance studio, and rest rooms for girls who are unable to participate in the regular activities of the depart-

ment. On the ground floor are four bowling alleys, an instructor's office, a shampoo room, lockers, dressing rooms and showers.

The swimming pool is in a separate building adjoining the gymnasium. It is twenty-three by fifty feet, is constructed of white tile and surrounded by a balcony. A glass roof gives added light. The water is constantly filtered and sterilized by the use of ultra-violet rays. *No chlorine or other irritating chemicals are ever used.* The water and air are kept at a comfortable temperature.

Included in the outdoor equipment are two athletic fields, an archery range, a riding ring, and tennis courts. One cement court makes possible the playing of tennis and other outdoor games the entire year.

*The Ward-Belmont stable is owned and maintained by the school.* It consists of gaited saddle horses carefully selected as to disposition. Thorough instruction is given in the various types of horsemanship. Grooms are in constant attendance, both in the ring and on the road. On account of its situation in a section famous for the breeding and training of fine horses, Ward-Belmont is in a position to offer its students excellent opportunities to perfect themselves in horsemanship.

## LIBRARIES AND VISUAL AIDS

The college library and reading desks are located in a spacious, well-lighted room on the first floor of Blanton Hall. The book collection of 15,100 volumes represents a well-organized library carefully selected to meet the needs of the students. Books on the cultural subjects, such as music, art, literature, modern languages, and history are especially numerous. The resources of the Nashville Public Library and the other college libraries of the city are also available to the students through inter-library loans. The increased use of the college library and the interest it indicates have been most gratifying. The seating capacity of the reading room is more than adequate.

In the reference section are the standard encyclopedias, dictionaries, and reference books, suitable for the work of junior college students. With the co-operation of faculty members, emphasis has been placed upon recreational reading.

The attention of the students is constantly being directed toward the best of the old and new books by reading lists, displays and open reserve shelves. Greater stimulation to reading has resulted from keeping open to the students the main stacks of the library. The eighty-five standard periodicals to which the library subscribes emphasize the importance of contemporary thought and literature. The collection of bound magazines numbers 1,450 volumes. Current issues of the leading newspapers of the country are kept in the reading room.

Instruction in the use of the library is an integral part of the first year English course. Regular assignments in a library handbook give the student practical experience which she can apply to the concrete work of her courses, such as the writing of term papers and collateral reading.

The preparatory department maintains its own separate library of 800 volumes in a supervised study hall. Duplicate copies of periodicals are on file here. The resources of the main library are, of course, at the disposal of the preparatory students.

Throughout the year *regular use is made of sound films, slides for the reflectroscope and other types of picture presentation.* By means of careful selection of materials and explanations by the teacher visual aids constitute an organic part of classroom work.

### WARD-BELMONT ARTIST SERIES

Believing that hearing the world's most famous musicians has definite educational worth, Ward-Belmont spends several thousand dollars each year to bring to her students such noted figures. *The Artists Series of Ward-Belmont has long been outstanding for both quality and variety.* Our students have recently enjoyed such artists as Heifitz, Bonelli, Casadesus, Virovai, Eddy, Hilda Burke, Meisle, Spaulding, Elman, Dupré, Hatfield, Babin and Vronsky, Scott, and The English Duo, and others of equal or greater fame. In addition, the Community Concerts Association, the Centennial Club, Ryman Auditorium, and the Little Theatre make tickets available to our students at student prices.

## RELIGIOUS ACTIVITIES

Realizing the part that religion plays in the development of a wholesome and worthwhile personality, Ward-Belmont makes an earnest effort to stimulate and strengthen the impulse toward Christian life and service. Courses in the Bible and religious education form part of the curriculum. There is an active Young Women's Christian Association in which members of the faculty co-operate with the students. It is directed by a member of the staff employed for that purpose. The influences of this organization are vital throughout the school; and, through its community service program in the city of Nashville, students are trained to do constructive work in their own communities. Devotional services conducted by clergymen and other religious leaders form a definite part of the assembly program. The spirit of church loyalty is fostered by requiring each student to attend the church of her own and her parents' choice.

## SOCIAL ACTIVITIES

Since the whole school, especially beautiful Acklen Hall and the club houses, was built for gracious living, Ward-Belmont naturally carries on the best Southern social traditions. In addition to the usual class and school organizations with their varied activities, there are picnics, weekends away from the school, many teas, receptions, dinners and dances, both formal and informal, all of which help Ward-Belmont students heighten their natural grace and charm.

The proximity of other colleges and preparatory schools and the general cordiality that exists on the part of Nashville toward the school make the social life at Ward-Belmont particularly full and satisfying.

After a "rushing" period at the opening of the school year to provide opportunity to become well acquainted, *every student becomes a member of a club*. Meals for special occasions, tea dances and all kinds of social gatherings mark the year's activities. All athletic, academic, and citizenship awards are closely bound to club life.

## DRESS AND HOUSEHOLD ARTICLES

Good taste in dress is emphasized. Extravagance in any form is discouraged. A description of the kind of dress most

suitable for school life and the climate of Nashville will be sent upon request.

Each student provides her own blankets. *An abundant supply of napkins, towels, sheets, pillow cases, and bedspreads is furnished by the school.*

## GOVERNMENT

A modified form of student government, properly safeguarded by faculty co-operation and supervision, prevails. This organization consists of (1) student councils composed of representatives chosen by the students from the college and preparatory classes; (2) a faculty committee composed of hall advisers and governmental groups; and (3) the President.

A description of the student government is given in the Blue Book, a copy of which is presented to each student before entrance.

## ACCREDITATION

Both the junior college and the preparatory school are accredited by the Southern Association of Colleges and Secondary Schools. These two schools are separate and distinct as regards courses of study, classrooms and libraries. The preparatory department is administered by a principal; the junior college, by its dean. An average of 70% of each junior college graduating class enters senior college; of this number 87% makes either satisfactory or excellent records.

The conservatory of music is a junior college member of the National Association of Schools of Music.

## SCHOLARSHIPS

To recognize and encourage achievement of a high order, Ward-Belmont offers scholarships in art, dancing, music, and in the more strictly academic studies. In art, dancing, and music, the scholarships are competitive (see pages 36, 51, and 75). The academic scholarships, each of two hundred dollars, are open only to honor graduates (upper ten per cent) of accredited high schools, and are payable one-fourth each semester for two years. To be eligible for the second year, the recipient must maintain a better than average grade point standing the first year. The competitive scholarships are available on preparatory and college levels. For detailed information write the registrar.



## CHOICE OF SUBJECTS

The course of study for each student is carefully planned in the light of work already completed and individual tastes and aims. Correspondence and personal conference with the principal of the preparatory school and with the deans of the junior college and the conservatory of music are cordially invited. Courses of study should be agreed upon and filed by August 15. Parents are urged to take part in planning the program for their daughter. Plans can be modified on the opening days of school; but further changes during the year are usually discouraged.

It is advisable for a student in the junior college to make preparation for advanced work at the university of her choice. She should enroll in those classes required or advised by the institution she intends to enter. English, foreign languages, mathematics, social sciences and natural sciences are the five main groups from which she should select her major subjects.

*Definite vocational training* is available in those courses that aim to prepare students for specific occupations. The fields are those most frequently chosen by women: secretarial work, home economics, social service, education, music and fine arts.

## ALUMNAE

More than forty thousand women in the United States and in foreign countries call Ward-Belmont alma mater. Many of them are famous in concert, stage, screen and radio. Others have achieved notable distinction in the fields of art, literature and education. Ward-Belmont alumnae also hold enviable records in the professions, social work, and business.

Every graduate of Ward-Belmont thus becomes a member of that select group who bear the hallmark of Ward-Belmont education.

## APPLICATION FOR ENROLLMENT

Early application is advised, for each is considered in the order received. References are required and must be accompanied by a physician's certificate. All necessary forms will be sent on request. No student can be definitely enrolled until these are properly filled out, submitted to the registrar with the enrollment fee of twenty-five dollars, and formally accepted.



# JUNIOR COLLEGE AND PREPARATORY SCHOOL

## FACULTY

JOSEPH EDWILL BURK

*President*

B.A., B.S. Ed., Southwestern University; M.A., Southern Methodist University; Ph.D., New York University

CHARLES PINCKNEY HOGARTH

*Dean of the Junior College*

B.S., Clemson College; B.D., Yale University; M.A., Yale University

ANNIE CLAYBROOKE ALLISON

*Principal of the Preparatory School*

B.A., M.A., Peabody College for Teachers; graduate study, University of Chicago, Columbia University

GERTRUDE CASEBIER

*Student Counsellor*

B.A., Western Kentucky State Teachers College;  
M.A., Vanderbilt University

---

FRIEDA DERDEYN BAMBAS

*French*

B.A., University of Oklahoma; M.A., University of Pittsburgh; Certificat, Pensionnat de la Sainte-Famille, Brussels, Belgium; further graduate study, University of Puerto Rico, Columbia University, Middlebury Language School

VERA ESTON BROOKS

*History*

B.A., Vanderbilt University; M.A., George Peabody College for Teachers; further graduate study, Peabody College

BERTHA BURRESS

*Mathematics and Chemistry*

B.A., Winthrop College; M.A., Columbia University; further study, University of North Carolina and University of Chicago

MARTHA ANNETTE CASON

*Latin*

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HELEN KENNARD CASTELLANO

*Spanish*

B.A., Brown University; M.A., Middlebury College

MARY ELIZABETH CAYCE

*Physical Education*

Graduate, Ward-Belmont School; B.S., George Peabody College for Teachers

MARIE DAVIS

*History and Economics*

B.A., Mississippi State College for Women; M.A., University of Michigan

MARY ELIZABETH DELANEY\*

*Dancing*

Graduate, Chalif Normal School of Dancing; special student, Emerson College of Oratory; pupil of Dorothy Norman Cropper, Rose Byrn, Hans Weiner, Perry Mansfield, Jack Donahue, Ivan Tarasoff, Albertina Rasch

THOMAS B. DONNER

*Spanish*

B.A., East Texas Teachers College; M.A., Southern Methodist University; Graduate Student, George Peabody College for Teachers

ALICE MARY DREW

*Riding*

Graduate, Ward-Belmont School; Ph.B., Marquette University

FRANCES E. FALVEY

*Mathematics*

Graduate, Ward-Belmont School; B.A., B.M., M.A., Southern Methodist University; further graduate study, Columbia University

HELEN KING FIDLAR

*Clothing*

B.S., M.S., Iowa State College

MARY MARGARET FRENCH

*English*

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\*On leave of absence

MARY LOUISE GIVENS

*Spanish*

B.A., Randolph-Macon Woman's College; M.A., Ph.D., University of Wisconsin; Certificat d'Etudes Francaises, University of Besancon; further graduate study, University of Paris and University of Chicago

LOUISE GORDON

*Art*

Graduate of the New York School of Fine and Applied Arts; graduate study, Kansas City Art Institute and University of Colorado

MARGUERITE DOZIER GORDON

*English*

B.A., Vanderbilt University; M.A., George Peabody College; further graduate study, University of Oklahoma and George Peabody College

VERA LUZENE HAY

*History*

Ph.B., University of Chicago; M.A., Vanderbilt University; graduate student, Harvard University, Columbia University, Peabody College, and University of Minnesota

CORA HENDERSON

*Secretarial Training*

B.A., Southern College; M.A., George Peabody College for Teachers

ALMA HOLLINGER

*Biology*

B.A., M.A., University of Michigan; student, Michigan Biological Station and Marine Biological Station, Venice, California

MILDRED HOWARD

*Speech*

B.A., University of North Carolina; postgraduate work in Speech and Drama, Western State Teachers College (Kentucky)

SUZANNE ELIZABETH HUTCHENS

*Art and Art History*

B.A., Berea College; M.A., George Peabody College for Teachers; further study, School of the Art Institute of Chicago

LUCY PHELPS LAMPKIN

*Dancing*

B.A., University of Georgia; further study, Columbia University, New York University, Colorado College. Research student with Elizabeth Duncan School, Czechoslovakia, Wigman Schule, Dresden, Ruth St. Denis, Ted Shawn, Humphrey-Weidman, Hanya Holm, Fokine. Author of "The Dance in Art"

MARTHA MEREDITH LEE

*Secretarial Studies*

B.S., Murfreesboro State Teachers College; M.A., Peabody College

CATHERINE E. MORRISON

*Director, Department of Physical Education*

Diploma, Posse School of Physical Education; special student, Emerson College of Oratory, Gilbert School of Dancing, Peabody College, and Columbia University

JOHN ALBERT MORROW

*Chemistry*

B.A., Emory and Henry College; M.A., University of Virginia; Ph.D., University of Florida

CAMILLA NANCE NEWERF

*Physical Education*

B.S., Sargent School of Boston University

MARGARET ELIZABETH NEWHALL

*Library*

B.A., Vassar College; M.A., Ohio State University; B.S. in L.S., Peabody College for Teachers

MARY RACHEL NORRIS

*Psychology and Education*

B.A., M.A., Bryn Mawr College; further graduate study, George Peabody College for Teachers and Columbia University

MARGARET HENRY OTTARSON

*Latin*

B.A., Randolph-Macon; M.A., University of Rome, Italy; graduate student, the American, British, Italian, and French Academies, Athens, Greece, and the Sorbonne, Paris; research assistant, Vanderbilt University

LINDA RHEA

*English*

B.S., Vanderbilt University; M.A., Columbia University; M.A., Ph.D., Vanderbilt University; graduate work, Colorado College and University of Wisconsin

ELIZABETH SADLER

*English*

B.A., Howard College; M.A., University of Alabama; graduate work, University of North Carolina

LAURINE FORRESTER SARGENT

*Home Economics and Chemistry*

B.S., University of Tennessee; M.A., Peabody College; special student,  
Vanderbilt University

THEODORA COOLEY SCRUGGS

*English*

B.A., Wellesley College; M.A., Vanderbilt University; further graduate  
study, Vanderbilt University

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*Biology and Physiology*

B.A., M.A., Indiana State Teachers College

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*Director, Department of Art*

Graduate, Art Academy of Cincinnati; B.S., University of Cincinnati;  
Graduate, Pratt Institute, School of Fine and Applied Arts; B.F.A.,  
School of Fine and Applied Arts, New York and Paris

ROBBIE ALLISON SHACKLEFORD

*Mathematics*

B.A., Vanderbilt University; graduate work, Peabody  
College for Teachers

FRANKIE SIMPSON

*Mathematics*

B.A., Tusculum College

SUSAN S. SOUBY

*English*

B.S., M.A., George Peabody College for Teachers

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*French*

B.A., Randolph-Macon Woman's College; M.A., University of Alabama;  
Diplome, University of Poitiers; Diplome, University of Paris;  
graduate work, University of North Carolina

MINNIE E. WELLS

*English*

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Ph.D., New York University

OLIVE WHITE

*History*

B.S., North Texas State Teachers College; M.A., University of Texas

CATHARINE WINNIA

*Director, Department of Speech*

B.S., George Peabody College for Teachers; M.A., Columbia University;  
Director's and Teacher's Certificate, American Academy of  
Dramatic Art

## PART-TIME INSTRUCTORS AND ASSISTANTS

MARGARET MARION BREARLEY, B.A., M.A., *English*

CHARLES E. CROUCH, B.A., M.A., M.B.A., *Commercial Law*

MAUDINE COLLIER DANIEL, B.A., *Home Economics and Physiology*

MARY CAMPBELL GANIER, B.A., *Biology Laboratory*

MARY McMILLAN RASMUSSEN, B.S., *English*

MIRIAM E. SCHUMANN, B.S., *Spanish*

HARRIET WINTON VIVION, B.A., *Sociology and Religion*

CLAIRE LYNCH WADE, B.S., M.A., *French*

HERMOSA BROWN YOUNG, *Physical Education*



## The Junior College

**ADMISSION.**—Admission to the junior college is based on graduation from an approved secondary school, with a minimum of fifteen acceptable units, or the equivalent of this requirement as shown by examination. All units certified by such a high school and meeting the general requirements as outlined by the various accrediting agencies of colleges and secondary schools are acceptable.

**ADVANCED STANDING.**—To receive credit for advanced standing, the student must present to the dean her credentials and record of work from an approved junior or senior college. The amount of credit allowed will in no case exceed thirty-two semester hours, including physical education. Credit will not be given for courses specifically required for graduation at Ward-Belmont unless the transferred work is the equivalent of the work required here, or unless subsequent courses in the subject are satisfactorily completed here during the succeeding year.

College credit will not be allowed for a high school course in excess of those units required for college entrance.

**CLASSIFICATION.**—The work completed by the beginning of the semester determines the class to which a student belongs. A high school graduate meeting the entrance requirements is classified as a college freshman. Students who present at least twenty-four semester hours and physical education at the beginning of the semester are classified as sophomores.

A form of the Otis Test, the Thurstone Personality Schedule, and an elaborate English sectioning test are given every new student so that she may be intelligently placed and guided.

**COURSE OF STUDY.**—Each student should select courses in line with the requirements for the certificate or diploma for which she wishes to apply. The minimum course requirements for all boarding students consist of twenty-six semester hours a year, including the following courses:

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	Physical Education 15, 16	1 hour
Physical Education	2 hours	Physical Education	1 hour

Students who present transferred credit in English or Physical Education 15, 16 (Hygiene) must substitute other courses to meet the minimum schedule requirements.

Students are required to carry a minimum of three hours a week in the physical education department each year.

Day students who are not interested in applying for a certificate or diploma are permitted to elect courses without reference to the minimum course requirements. They are classified as special students.

**GRADES AND REPORTS.**—The following grading system is used: A, excellent; B, good; C, satisfactory; D, passing; E, condition; F, failure; I, work incomplete or absence from examination. Semester examinations are given in every course in accordance with the schedule issued. A semester grade of E or I should be removed at the beginning of the succeeding semester. If such a grade is not removed at the time set by the Dean, it becomes an F. When a mark of E is removed, the recorded grade may not be higher than a D. The only way in which an F can be removed is by repeating the course.

In order to receive credit in a course, all required work other than the examination must be completed by the beginning of final examination week.

Preliminary reports showing progress and standing of students are sent parents at the middle of each semester. Final semester reports are sent at the end of the semester.

**QUALITY CREDITS.**—For each semester hour of credit completed with a grade of A, three quality credits are assigned; with a grade of B, two quality credits; with a grade of C, one quality credit. Lower grades yield no quality credits. Quality credits are not allowed for the four semester hours of required physical education.

## DIPLOMAS AND CERTIFICATES

Diplomas and certificates are conferred in the curricula listed. An applicant for any of these awards must complete at least one year's work in Ward-Belmont.

Applicants for any diploma or certificate must earn a total number of quality credits equal to the required number of semester hours. Applicants for a special diploma or certificate must make at least B in the major subject.

Well-established habits of correct speaking and writing must be demonstrated. Any applicant for a diploma or for a certificate whose oral or written English is at any time unsatisfactory

is reported to the Dean's Committee on Oral and Written English. The committee holds conferences with the student and provides her with opportunities for such remedial work as she desires to the end that she may change her speaking and writing habits to meet the standard required.

## THE JUNIOR COLLEGE GENERAL DIPLOMA

This diploma may be earned in any one of the following curricula.

### SENIOR COLLEGE PREPARATORY CURRICULA

Students who wish to enter one of the senior college preparatory curricula must present for entrance the following specific units:

English	3 units	Geometry	1 unit
Algebra	1 unit	One foreign language	2 units
Electives	8 units		

More than four units in vocational and special subjects, or fewer than two units in a foreign language, may not be included in the elective units accepted.

It is sometimes possible for applicants whose high school credits do not include all of the units specified above to make up the deficiency by carrying work in the preparatory department or by counting back college work at the ratio of four semester hours for one high school unit.

### (1) GENERAL LIBERAL ARTS AND SCIENCES

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22	6 hours
Foreign Language	6 or 8 hours	Foreign Language	0 or 6 hours
*History	6 hours	*Science	8 hours
Electives	10 to 12 hours	Electives	10 to 16 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

Students presenting only two units of a foreign language from high school are required to take one foreign language for two years in college. Students presenting three or four units in one foreign language may satisfy the language requirement by taking the language presented for entrance for one year or by taking another language for two years. Those presenting two units in each of two languages are required to continue for a year one of the languages presented for entrance or to take a third language for two years.

\*The order in which these courses are taken may be reversed.

Only eighteen semester hours from the special departments of art, home economics, music, and secretarial training, and from the elective courses of the physical education department, may be credited toward this diploma. In music not more than eight semester hours in applied music may be so credited. In order to receive academic credit, applied music must be studied in conjunction with music history or theory.

## (2) PRE-BUSINESS

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	Economics 21, 22	6 hours
Economics 3, 4	6 hours	History 23 or 24	3 hours
Mathematics 11, 12	6 hours	Psychology 21, 22	6 hours
Speech 11, 12	6 hours	Biology 11, 12 or Chemistry 11, 12	8 hours
Elective	6 hours	Electives	7 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

## (3) PRE-JOURNALISM

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22	6 hours
Biology 11, 12 or Chemistry 11, 12	8 hours	English 27; 28	6 hours
Foreign Language	6 or 8 hours	†Foreign Language	0 or 6 hours
History 1, 2 or 11, 12	6 hours	†Electives	18 or 12 hours
Elective	6 hours	Physical Education 15, 16	1 hour
Physical Education 1, 2	2 hours	Physical Education 21, 22	1 hour

## (4) PRE-MEDICAL

The studies listed below are also recommended for students who wish to become clinical laboratory technicians.

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22	6 hours
Mathematics 11, 12	6 hours	Chemistry 21, 22	10 hours
French or German	6 or 8 hours	Biology 11, 12	8 hours
Chemistry 11, 12	8 hours	French or German	6 hours
Elective	3 to 6 hours	Physical Education 15, 16	1 hour
Physical Education 1, 2	2 hours	Physical Education 21, 22	1 hour

## (5) PRE-PHYSICAL EDUCATION

Adjustments may be made in the program of the individual student in order to meet the specific requirements of the senior college which she plans to attend.

†See explanation of foreign language requirement for Senior College Preparatory Curriculum, page 27.

‡From such as: art history, economics, political science, psychology, religion.

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22	6 hours
Biology 11, 12	8 hours	Physiology 11, 12	6 hours
Electives	14 hours	Elective	6 hours
Physical Education 17, 18	6 hours	Physical Education 15, 16	1 hour
		Physical Education 23, 24	6 hours
		Physical Education 27, 28	6 hours

#### (6) PRE-SOCIAL WORK

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22	6 hours
History 1, 2	6 hours	Chemistry 11, 12	8 hours
Biology 11, 12	8 hours	or	
Economics 3, 4	6 hours	Physiology 11, 12	6 hours
Elective	4 or 6 hours	Sociology 21, 22	6 hours
Physical Education 1, 2	2 hours	or	
		Political Science 27, 28	6 hours
		Electives	8 to 12 hours
		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

#### TERMINAL CULTURAL CURRICULUM

In keeping with the current trend in education to recognize and provide for the needs of students who do not expect to attend a senior college upon graduation from junior college, the following terminal curriculum is suggested. The dean undertakes to assist each student in choosing electives in line with her interests and previous preparation.

Entrance requirements: graduation from an approved secondary school, with a minimum of fifteen acceptable units, or the equivalent of this requirement as shown by examination.

No specific pattern required as in case of senior college preparatory curricula.

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22 or 23, 24	
*History or Social Science	6 hours	or 25, 26	6 hours
Electives	18 hours	*Laboratory Science	6 or 8 hours
Physical Education 1, 2	2 hours	A continuation course	6 hours
		Electives	10 or 12 hours
		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

The continuation course is a subject which continues a course taken the first year and for which the first-year course is a prerequisite. The student is offered a choice among the following continuation courses:

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\*The order in which these courses are taken may be reversed.

Art 13, 14 or 15, 16 or 17, 18	Latin 3, 4 or 11, 12 or 21, 22
Biology 21, 22	Mathematics 21, 22
Chemistry 21, 22 or 23, 24	Music 21; 24
English 27; 28	Phys. Education 27, 28
French 13, 14 or 19, 20 or 23, 24	Phys. Education 31, 32
German 13, 14 or 21, 22	Secretarial Training 11, 12 or 15, 16
Home Economics 21, 22 or 23, 24	Spanish 13, 14 or 21, 22
	Speech 13 and either 14 or 22

## SPECIAL DIPLOMAS

Entrance requirements: graduation from an approved secondary school, with a minimum of fifteen acceptable units, or the equivalent of this requirement as shown by examination.

No specific pattern required as in case of senior college curricula.

### ART

FIRST YEAR		SECOND YEAR	
Art 11, 12	8 or 12 hours	Art 13, 14 or 15, 16 or 17,	
Art History 13; 14	6 hours	18	6 hours
English 1, 2	6 hours	English 21, 22 or 23, 24 or	
French	6 or 8 hours	25, 26	6 hours
Elective	0 to 4 hours	French	6 hours
Physical Education 1, 2	2 hours	Education 11, 12 or Psychology	
		21, 22	6 hours
		Elective	4 to 6 hours
		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

A minimum of twenty-four problems will be required. Additional problems to strengthen the work of the student in particular fields may be assigned.

The progress of each student is an individual matter. Some students will be able to complete problems in less time than is required for others. *Completion of syllabus requirements*—not number of hours in the studio—will determine the awarding of the diploma.

### DANCING

#### FIRST YEAR

English 1, 2	6 hours
*French 11, 12	6 or 8 hours
Music 15; 16	6 hours
Art History 13; 14	6 hours
Art 3, 4	4 hours
Physical Education 15, 16	1 hour
Physical Education 11, 12	4 hours

\*Two years of French in high school meet this requirement.

# SECOND YEAR

English 21, 22 or 23. 24 or 25. 26	6 hours
Psychology 21, 22	6 hours
Home Economics 25	2 hours
Physical Education 23. 24	6 hours
Physical Education 31, 32 (B, D, E, F, G and lecture work)	6 hours
Physical Education 35, 36	2 hours

The applicant for the diploma in dancing must give a creditable program of dances, two of which must be her own compositions. The costumes are to be designed by her.

# HOME ECONOMICS

The department of home economics awards two diplomas.

A student who expects to transfer to senior college for continued work in home economics should offer the units listed for entrance to the Senior College Preparatory Curricula, page 27.

## (1) FOODS AND NUTRITION

FIRST YEAR	SECOND YEAR
Home Economics 11; 12 . 6 hours	Chemistry 23, 24 8 hours
Home Economics 17; 18 or 13; 14 4 or 6 hours	Home Economics 21. 22 6 hours
Chemistry 11, 12 8 hours	Economics 21, 22 6 hours
English 1, 2 6 hours	Physiology 11, 12. 6 hours
Electives 4 or 6 hours	*Electives 4 hours
Physical Education 1, 2 2 hours	Physical Education 15, 16 1 hour
	Physical Education 21, 22 1 hour

## (2) TEXTILES AND CLOTHING

FIRST YEAR	SECOND YEAR
Home Economics 13; 14 6 hours	Home Economics 23, 24 6 hours
Home Economics 15; 16 or 11; 12 4 or 6 hours	†Chemistry 23, 24 8 hours
Art 3, 4 4 hours	Economics 21, 22 6 hours
Chemistry 11; 12 8 hours	*Electives 4 to 6 hours
English 1, 2 6 hours	Art History 13; 14 6 hours
Physical Education 1, 2 2 hours	Physical Education 15, 16 1 hour
	Physical Education 21, 22 1 hour

# MUSIC

For diplomas offered by the conservatory of music see pages 78-86.

\*Psychology is suggested as an elective.

†Dependent upon the future plan of the student.

## SPEECH

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22	6 hours
Speech 11, 12	6 hours	English 23, 24	6 hours
Speech 14	3 hours	Speech 13	3 hours
Art History 13; 14	6 hours	Speech 17, 18	No credit
Biology 11, 12 or Chemistry		Speech 21, 22	6 hours
11, 12	8 hours	Psychology 21, 22	6 hours
Elective (first semester)	2 hours	Elective (second semester)	2 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

The applicant for the diploma will be required to pass a comprehensive written examination and an oral speech test, to give a creditable program of interpretations, to participate in major dramatic productions, and to produce a one-act play.

Students desiring to present equivalents for Speech 11, 12 will be asked to take a written and oral test covering fundamentals.

## SPECIAL CERTIFICATES

Entrance requirements: graduation from an approved secondary school, with a minimum of fifteen acceptable units, or the equivalent of this requirement as shown by examination. No specific pattern required as in case of senior college preparatory curricula.

## ART

For a certificate in art the following thirty-two semester hours of work are required. Students who have not had the equivalent of Art 11, 12 will find it necessary to spend two years in completing the requirements.

Art 11, 12	8 or 12 hours
Art 13, 14 or 15, 16 or 17, 18	6 hours
Art History 13; 14	6 hours
English 1, 2	6 hours
Electives	0 to 4 hours
Physical Education	2 hours

A minimum of sixteen problems, as outlined in the syllabus, is required. All work must be of high quality. Additional problems to overcome the student's points of weakness and to strengthen her work in her field of specialization will be required.



The progress of each student is an individual matter. Some students will be able to complete problems in less time than will be required for others. *Completion of syllabus requirements*—not number of hours in the studio—will determine the awarding of the certificate.

## DANCING

### FIRST YEAR

English 1, 2	6 hours
Music 15; 16	6 hours
Art History 13; 14	6 hours
Physical Education 15, 16	1 hour
Physical Education 11, 12	4 hours

### SECOND YEAR

English 21, 22 or 23. 24 or 25. 26	6 hours
Elective	6 hours
Physical Education 23. 24	6 hours
Physical Education 31, 32 (A, C, E, F, G and lecture work)	6 hours

## MUSIC

For certificates offered by the conservatory of music see pages 78-86.

## RIDING

The following course, leading to a certificate in riding, is offered for students eighteen years of age or older who wish to specialize in riding:

Physical Education 19, 20
Physical Education 29, 30
Physical Education 15, 16

## SECRETARIAL TRAINING

The two-year course leading to the certificate in secretarial training emphasizes the development of skills necessary for competence in office work. It also affords the student an opportunity to acquaint herself with the fundamentals of more general business procedure and to acquire some knowledge of economic and social trends.

FIRST YEAR		SECOND YEAR	
Secretarial Training 1, 2	6 hours	Secretarial Training 11, 12	6 hours
Secretarial Training 3, 4		Secretarial Training 13, 14	
Secretarial Training 5, 6	4 hours	Secretarial Training 15, 16	6 hours
Economics 3, 4	6 hours	Secretarial Training 17, 18	4 hours
English 1, 2	6 hours	Secretarial Training 20	2 hours
Physical Education 1, 2	2 hours	Elective	6 hours
		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

Economics 21, 22, Sociology 21, 22 and Psychology 21, 22 are strongly recommended as elective subjects.

### SPEECH

FIRST YEAR		SECOND YEAR	
English 1, 2	6 hours	English 21, 22 or 23, 24 or	
Speech 11, 12	6 hours	both	6 or 12 hours
Electives	12 hours	Speech 13, 14, 15, 21,	
Physical Education 1, 2	2 hours	22	5 to 12 hours
		Speech 17, 18	No credit
		Psychology 21, 22	6 hours
		Electives	0 to 7 hours
		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour

Art History, French, and Classical Mythology (Latin 15; 16) are recommended electives.

Candidates for the certificate will be required to participate in a creditable recital of interpretations or in dramatic productions, depending upon the lines of major interest.

Students desiring to present equivalents for Speech 11, 12 will be asked to take an examination covering fundamentals.

## Description of Courses

Courses numbered 1 through 10 are open to freshmen; those numbered 11 through 20 are open to freshmen and sophomores; and those numbered above 20 are open to sophomores only. Students who wish to enter courses to which their classification does not entitle them must secure special permission from the dean.

Course numbers separated by a comma indicate courses for which credit is allowed only upon completion of a year's work. Course numbers separated by a semicolon designate courses in which credit is allowed for either semester of the year's work unless notice to the contrary appears in the description of the course.

The school reserves the right to withdraw any class for which there are not at least six applicants.

### A R T.

MISS SHACKELFORD, *Director*

MISS GORDON

MISS HUTCHENS

The department of art provides an opportunity for study in three principal fields: general art, costume and commercial illustration, and interior design. An introductory course which seeks to give the student a knowledge of fundamental principles, to advance her skill, and to free her creative ability is given the first year. This beginning work is so arranged that each student may place emphasis upon those phases of the course which form the foundation of the classes she plans to elect in the second year.

Satisfactory completion of a sequence of the courses outlined below will furnish the basis for independent work in a chosen branch of art or prepare the student for admission to more advanced classes in the leading art schools. The courses in interior design and commercial illustration are planned for students who wish to make *vocational* use of their knowledge. Arrangements for more advanced work may be made with the director of the department of art.

Some students may be required to take a double course in the studio their first year so that they will be able to meet the

proficiency requirements for admission to the second-year classes. Credit will be granted for this additional work. Students who, on the basis of their previous training, seek admission to the advanced courses will be allowed to stand an examination and then be classified in the light of their achievement.

Five art scholarships are offered annually to regularly enrolled college students proficient in art. Each scholarship is worth two hundred dollars. Candidates are required to submit a record of previous school work and must demonstrate their ability by the drawing of still life and ornament.

Courses offered by the department of art in the preparatory school are described on pages 64 and 65.

1; 2. **ARTS AND CRAFTS.** For students who are interested in construction and applied design. Problems in basketry, metal work (copper and brass), tooled and cut leather work, woodblock printing, simple weaving, cardboard construction (including elementary bookbinding and lamp shade making), and tie dyeing and batik. The work of this course is especially valuable for camp counsellors and for teachers of elementary grades.

Four hours a week.

First semester, second semester.

Credit, four semester hours.

3, 4. **PRINCIPLES OF DESIGN.** The application of principles of design. Portfolio making, lettering, color theory, block printing and textile design. Consideration of historic color and form in textiles. Illustrations and lectures. Laboratory work: original problems applying art elements found in the historic examples.

Lecture and discussion, one hour; laboratory, two hours.

First semester, second semester.

Credit, four semester hours.

11, 12. **INTRODUCTION TO ART.** The fundamentals of design and representation in orderly sequence. Two hours each week are given to lectures and discussions, in preparation for which the students have assignments in collateral reading. Three double periods each week are devoted to laboratory practise in pencil, charcoal, tempera and transparent water color. This work includes also drawing the head and figure from the posed model, with emphasis upon construction and action. Drawing from memory is stressed. Lessons in mechanical drawing are a part of the work. Pictorial composition, lettering and color theory are taken up. Correct home furnishings and dress are given consideration in the lectures of the second semester.

All art students are required to present this course as a prerequisite for more advanced work. Students who plan to take additional work and whose previous training has not prepared them to complete the work of this course in the minimum time, should arrange to spend an

additional six hours a week in the studio. Two hours credit will be granted each semester for this additional work.

Required collateral: Art History 13; 14.

Two lectures, six or twelve studio hours a week.

First semester, second semester.

Credit, eight or twelve semester hours.

13, 14. **GENERAL COURSE.** The first semester includes life drawing in charcoal, freehand perspective sketching and water color painting.

The second semester covers life drawing, painting in water color from life, still life, and landscapes. Pictorial composition is stressed. Memory drawing is given due weight. Design problems are developed by the silk screen process.

Prerequisite: Art 11, 12 and permission of director.

Ten hours a week.

First semester, second semester.

Credit, six semester hours.

15, 16. **COSTUME AND COMMERCIAL ILLUSTRATION.** The work of this course consists of problems in life drawing, water color painting, lettering, composition, commercial illustration, advertising layout, reproductive processes and a survey of the history of costume.

Much of the time of the second semester is given to the illustration of costumes shown in local stores. The student is required to fill sketch books with costumes and accessories from which she develops newspaper layouts and magazine pages which may be reproduced in wash, line or color.

Prerequisite: Art 11, 12 and permission of director.

Ten hours a week in studio.

First semester, second semester.

Credit, six semester hours.

17, 18. **INTERIOR DESIGN.** This course includes a study of mechanical perspective, elevations in color, water color rendering, architectural details, historic ornament, furniture construction, history of period furniture, period interior design, contemporary design, history of interior decoration.

Prerequisite: Art 11, 12 and permission of director.

Ten hours a week.

First semester, second semester.

Credit, six semester hours.

## ART HISTORY

MISS HUTCHENS

13; 14. **ART IN THE WESTERN WORLD.** This is a general survey course in architecture, sculpture, and painting in Western Europe, with special reference to historic backgrounds and national characteristics. The work of the first semester covers the subject from the earliest beginnings to the end of the Middle Ages. The second semester covers the period from the Renaissance to the present, with special attention to the various schools

of painting. Lectures, colored prints, lantern slides, library work, written reports.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

21. 22. AMERICAN ART. A survey course in painting and sculpture, with lectures on the types of architecture in America from colonial times to the present.

English 25. 26 should be taken in connection with this course.

Two hours a week.

First semester, second semester.

Credit, four semester hours.

## BIOLOGICAL SCIENCES

MISS HOLLINGER

MRS. SEAY

11. 12. GENERAL BIOLOGY. This course is an introduction to the fundamentals of living protoplasm, cell structure and the physiology of plant and animal life. A brief survey is made of the plant divisions from the unicellular forms to flowering plants. A corresponding survey is made of the animal kingdom. Types are selected from each animal group for comparative study. Consideration is given to the practical relation of biology to human life.

Lecture, three hours; laboratory, four hours.

First semester, second semester.

Credit, eight semester hours.

21. INVERTEBRATE ZOOLOGY. A comparative study of the invertebrate groups of animals, their structure, classification, ecology and economic value.

Prerequisite: Biology 11, 12.

Lecture, two hours; laboratory, six hours.

First semester.

Credit, four semester hours.

22. VERTEBRATE ZOOLOGY. This includes the comparative morphology of the backbone animals and their special adaptations.

Prerequisite: Biology 21.

Lecture, two hours; laboratory, six hours.

Second semester.

Credit, four semester hours.

## CHEMISTRY

DR. MORROW

MISS BURRESS

11. 12. GENERAL CHEMISTRY. The study of the principal metallic and non-metallic elements and an introduction to Qualitative Analysis.

Lecture, two hours; recitation, one hour; laboratory, four hours.

First semester, second semester.

Credit, eight semester hours.

21, 22. **ANALYTICAL CHEMISTRY.** First semester: Qualitative. The recognition of the principal cations and the more common anions. Second semester: Quantitative determinations by gravimetric, volumetric, and some other methods.

Prerequisite: Chemistry 11, 12.

Lecture, recitation and laboratory, nine hours a week.

First semester, second semester. Credit, ten semester hours.

23, 24. **ORGANIC CHEMISTRY.** Aliphatic, aromatic, and selected heterocyclic compounds are studied. Some stress is laid on food analysis and vitamins.

Prerequisite: Chemistry 11, 12.

Lecture, two hours; recitation, one hour; laboratory, four hours.

First semester, second semester. Credit, eight semester hours.

## ECONOMICS

MISS DAVIS

3. **ECONOMIC GEOGRAPHY OF THE WORLD.** Such topics as agriculture, forest resources, fisheries, animal foodstuffs, fuels, ores, transportation, foreign trade, and manufactures are treated. The interrelations and the adjustments of peoples to their environments are stressed.

Three hours a week.

First semester. Credit, three semester hours.

4. **OUR ECONOMIC ORGANIZATION.** This course is designed for beginners in the study of economics. It does not deal with theories and abstract principles. The aim is to acquaint students with the fundamental social structures and their functions in our economic organization. Among the various subjects studied are banking, specialization, business organization, scientific management, government, and many of the other factors which enter into man's economic life.

Three hours a week.

Second semester. Credit, three semester hours.

21, 22. **PRINCIPLES OF ECONOMICS.** This course deals with the laws or principles affecting the production, distribution, and consumption of wealth, and the material means of satisfying human desires.

Topics: Economic organization; the basis of the science of economics; industrial evolution; production; the laws of price; supply and demand; money; banking and exchange.

In the second semester the problems of the business organization are considered.

Topics: Transportation; government regulation of transportation; monopolies; insurance; speculation; distribution of wealth and income;

rent; wages; interest; profits; the economics of government taxation; problems of labor; reforms of the economic system.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

24. THE PRESENT ECONOMIC ORDER. The plan is to bring out as clearly as possible some of the major economic factors that one faces today. Such topics as these will be covered: a description of our present economic order; money; the types and meaning of exchange; financial institutions; the federal reserve system; business organizations; salesmanship, advertising and competition; the business cycle; the role of the consumer and of the worker.

Three hours a week.

Second semester.

Credit, three semester hours.

## EDUCATION

MISS NORRIS

11, 12. INTRODUCTION TO EDUCATION. The purpose is to develop an interest in general education and a comprehension of the underlying factors that enter into the educational process. In the first semester there is a brief survey of the European background of early American education. This is followed by an account of the development of our present system of schools and a comparison of it with the European system. A study is made of the purposes, organization, administration and costs of the different types of schools in the United States. The work of the second semester includes a critical examination of theories of education with special reference to learning processes, teaching procedure and subject matter for the curriculum. The student is taught to become aware of the factors and processes involved in her own education so that she may understand and direct them more intelligently.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## ENGLISH

DR. RHEA, *Chairman, Composition Teachers*

MISS SCRUGGS, *Chairman, Survey of Literature Teachers*

MISS FRENCH

MRS. GORDON

DR. WELLS

## COMPOSITION

1, 2. FUNDAMENTALS IN READING AND WRITING. This course is required of all first-year college students or candidates for any certificate or diploma.

Through reading and writing in varied literary types, the student works towards the objectives of clear thinking, correct expression, intelligent reading, and the development of critical judgment.



Demonstration of well-established habits of correct speaking and writing is a requisite to credit in the course.

A special non-credit class in the fundamentals of English composition is provided during the first semester for those students whose deficiency in spelling, punctuation, and sentence structure makes inadvisable their continuing in English 1.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

1, 2X. FUNDAMENTALS IN READING AND WRITING. A course meeting six hours a week the second semester. All of the material of English 1, 2 is covered.

Six hours a week.

Second semester.

Credit, six semester hours.

27; 28. ADVANCED COMPOSITION. This introduction to journalism includes a critical study of the leading forms of literary composition with intensive practice in writing and numerous conferences. The work consists of essay, critical review, editorial, news story, short story, metrical forms and other types of imaginative writing.

Prerequisite: English 1, 2.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## L I T E R A T U R E

3; 4. COMPARATIVE LITERATURE. This course emphasizes the various types of English literature and compares them with their correspondng forms from other countries. The epic, drama and poetry are given special attention. In this way is obtained a wider and more appreciative knowledge of ancient and European literature and a richer background for subsequent courses.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

21, 22. SURVEY OF ENGLISH LITERATURE. The first part consists of a survey from Beowulf to the Restoration Period; the second part, from the Restoration through the Victorian Period.

Prerequisite: English 1, 2.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

23. SHAKESPEARE. A careful study is made of a number of Shakespeare's plays with a more rapid reading of others. These are compared with various plays, Elizabethan and others. The first quarter's work consists of the comedies and histories; the second, of tragedies and romances.

Prerequisite: English 1, 2.

Three hours a week.

First semester.

Credit, three semester hours.

24. A STUDY OF MODERN DRAMA. A short introduction connects the modern period with that of Shakespeare. Specimens of English, American and European plays are studied.

Prerequisite: English 1, 2.

Three hours a week.

Second semester.

Credit, three semester hours.

25. EARLY AMERICAN LITERATURE. A study is made of the leading American writers in prose and poetry up to 1870 with especial emphasis on the historical background and the development of American ideals.

Prerequisite: English 1, 2.

Three hours a week.

First semester.

Credit, three semester hours.

26. MODERN AND CONTEMPORARY AMERICAN LITERATURE. The modern movement is considered in poetry, essay and biography from 1870 to the present.

Prerequisite: English 1, 2.

Three hours a week.

Second semester.

Credit, three semester hours.

## FRENCH

MRS. BAMBAS

11, 12. BEGINNERS' COURSE. Grammar, pronunciation, dictation, conversation, written and oral exercises and reading based on Bovee and Lindquist: "Une Aventure en Francais."

Four hours a week.

First semester, second semester.

Credit, eight semester hours.

13, 14. INTERMEDIATE COURSE. Grammar review with conversation and composition based on Fundenburg: "A First Review of French Grammar." Reading of selected stories, plays and novels by well-known authors.

Prerequisite: Two years of high school French or French 11, 12 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

17, 18. ADVANCED GRAMMAR. The course is designed to complete and fix in the mind of the student the fundamentals of the grammar and to increase her facility of expression in the foreign language. It is essential for all those wishing to major in French and is advisable for all taking French 19, 20 or 23, 24.

Prerequisite: French 13, 14 or its equivalent.

Two hours a week.

First semester, second semester.

Credit, four semester hours.

19, 20. GENERAL SURVEY OF THE HISTORY OF FRENCH LITERATURE. Reading of authors representative of each period; recitations, discussions and themes on classroom work and outside reading.

Prerequisite: French 13, 14 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

23, 24. NINETEENTH AND TWENTIETH CENTURY FRENCH LITERATURE. Extensive outside reading; oral and written reports.

Prerequisite: French 13, 14 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## GERMAN

DR. GIVENS

11, 12. BEGINNERS' COURSE. Grammar and composition. Emphasis on spoken German, with all class work conducted in the language. Reading of at least two texts such as Guerber's "Maerchen und Erzaehlungen," and Storm's "Immensee."

Four hours a week.

First semester, second semester.

Credit, eight semester hours.

13, 14. INTERMEDIATE COURSE. Rapid review of grammar with many exercises. Composition and reading. Texts such as Lons' "Die Haeuser von Ohlenhof"; Hauf's "Das kalte Herz"; Baumbach's "Der Schwiegersohn."

Prerequisite: Two years high school German or German 11, 12 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

21, 22. NINETEENTH AND TWENTIETH CENTURY GERMAN LITERATURE. This course is conducted entirely in German and consists of general readings from German literature of the last one hundred and fifty years. Selections are read from the classic writers, Goethe and Schiller, from the nineteenth century writers, Hauptmann, Sudermann and Hauff, and from modern writers such as Mann, Huch and Wasserman.

Prerequisite: German 13, 14 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## HISTORY AND POLITICAL SCIENCE

MISS DAVIS

MISS WHITE

MISS NORRIS

1, 2. A SURVEY OF WESTERN CIVILIZATION. This course is designed primarily to give the student some conception of the continuous development of civilization from ancient times to the present. The contributions of various civilizations to the modern world are studied, with special emphasis upon the medieval and modern periods.

This course is intended to furnish a background for further study in specialized fields of history, literature and art.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

11, 12. **MODERN EUROPEAN HISTORY.** The first part of the course covers the period from 1500 to 1815. The evolution of European civilization as accomplished by the cultural, religious, commercial and political revolutions is traced. Emphasis is placed on international relations as influenced by dynastic rivalries and revolutionary movements of the period.

The second part covers the period from 1815 to the present. The industrial revolution as a factor in the social, economic, and political development of Europe; the growth of nationalism, democracy, and imperialism; and the international relations culminating in the World War are discussed, with a brief study of post-war conditions.

This course is designed primarily for those who have had courses in world history in high school. It is not recommended for those who have had History 1, 2.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

13; 14. **LATIN AMERICA—A Survey.** Today great emphasis is being placed on inter-American solidarity. For solidarity to be possible and permanent there must be understanding on the part of North Americans of the cultural contributions and opportunities in Latin America. The aim of this course is to acquaint the student with what Latin America is today, what made it so, and what it may become.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

21; 22. **HISTORY OF THE UNITED STATES.** This course is designed to give students an intelligent interest in and understanding of present-day national affairs by tracing the development of American institutions. An attempt is also made to acquaint the student with the literature of historical value.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

23 or 24. **AMERICAN GOVERNMENT.** This course, surveying the American political systems, takes up the organization and activities of the national government. The subject matter deals with the making of the constitution; the powers and functions of the President and Congress; the federal judiciary; elections and political parties. The course, designed to give the student an understanding of the present-day political system, is especially beneficial to students interested in American history.

Three hours a week.

First semester or second semester.

Credit, three semester hours.

25, 26. **ENGLISH HISTORY.** This course is designed primarily for students who major in English literature. The purpose is to give an historical background for the study of the literature of the British Empire.

The first half of the course gives a general survey of England before 1660. Emphasis is placed on such topics as the development of the

Empire, conflict between church and state, the Reformation, the development of representative government and law, and economic and social conditions.

The second half of the course covers the period from 1660 to the present. Topics stressed are the political revolutions, the colonial and imperial expansion, the commercial and industrial development, England's part in the World War, and recent trends in the Empire.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

27, 28. **POLITICAL SCIENCE.** The purpose of this course is to give the student an understanding of the foundations of government in the United States, its functions, problems, techniques and tendencies. Prominence is given to contending theories, constitutional issues and experiments and programs advanced to meet the ever growing demands on government.

The second half year is devoted to a study of the place of state and local governments in our federal system. State, city and county governments are taken up in the light of the present centralizing tendencies.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## HOME ECONOMICS

MRS. FIDLAR

MRS. DANIEL

MRS. SARGENT

This department offers several kinds of courses. The survey courses (15; 16 and 17; 18) are planned for those who desire some knowledge of home economics as part of a general education but who do not wish to specialize in this field. The other foods and clothing classes are planned for those who wish to take a well-rounded two-year course in general home economics or in either of its main divisions. The work of these classes is also arranged to fulfill the general requirements for the first two years for a degree in home economics at a university.

All classes are open to students who elect the required parallel and prerequisite courses. One to four semesters of work in home economics may be credited toward the general junior college diploma.

11; 12. **FOOD BUYING AND PREPARATION.** The course includes: study of the composition of food; problems in selection and purchase; illustrations of the fundamental principles of cookery by actual preparation of food; analysis of recipes and discussion of standard products; table service; consumer buying.

Home Economics 11 is a prerequisite for Home Economics 12.

Required collateral: Chemistry 11, 12.

Six hours a week, lecture and laboratory.

First semester, second semester.

Credit, six semester hours.

13; 14. **ELEMENTARY CLOTHING CONSTRUCTION.** This course includes: fundamental principles of garment selection and construction; study and use of commercial patterns; their alteration and adaptation to particular

needs; principles of fitting; use and care of sewing machines; good taste in dress; care and repair of a wardrobe; study of fibers. The laboratory work includes two simple problems, one in cotton or linen followed by one in silk. Additional laboratory problems may be elected by students completing the required work.

Among the problems of the second semester are: application of the principles of color and design to the selection and purchase of the wardrobe; consumer education. One semi-tailored silk dress or suit and a summer evening dress in cotton or silk will be required as laboratory work. Additional laboratory problems may be elected by students completing the required work.

Home Economics 13 is a prerequisite for Home Economics 14.

Six hours a week, lecture and laboratory.

First semester, second semester.

Credit, six semester hours.

15; 16. GENERAL COURSE IN COOKING AND SERVING. This course is planned for students not majoring in nutrition and foods but desiring a general knowledge in this field. Included are: selection and buying of foods; general cookery techniques and skills; meal planning and serving for family groups at various cost levels; table service for family meals and special occasions.

Home Economics 15 is a prerequisite for Home Economics 16.

Four hours a week, lecture and laboratory.

First semester, second semester.

Credit, four semester hours.

17; 18. CLOTHING CONSTRUCTION AND SELECTION. This course is planned for students not majoring in textiles and clothing but desiring a general knowledge in this field. The following are considered: fundamental principles of garment selection and construction; study and use of commercial patterns, altered or adapted as necessary; principles of fitting; use and care of sewing machines; good taste in dress.

Home Economics 17 is a prerequisite for Home Economics 18.

Four hours a week, lecture and laboratory.

First semester, second semester.

Credit, four semester hours.

19. FAMILY RELATIONS. This course involves first a brief history of marriage and the family. There follows a consideration of such matters as courtship and the early marital period, the coming of the child and his effect on the family, the implications and responsibilities of modern parenthood, and the foundations of family solidarity. The lectures, recitations and discussions will be supplemented with talks by authorities in various fields.

Three hours a week.

Second semester.

Credit, three semester hours.

20. THE CHILD: HIS ORIGIN, DEVELOPMENT AND CARE. The first half of this course involves a study of what a woman should know concerning the phases of human reproduction, prenatal care, childbirth, biological development of the newly born, and problems of maternity and infancy.

The second half of the semester will be devoted to a consideration of care of the newly born; standards for normal growth and development; care of the pre-school child; the diseases and emergencies of childhood and their prevention, management and treatment.

From time to time specialists in their fields will be brought in to lecture on such subjects as dental care, child psychology and gynecology.

Three hours a week.

First semester.

Credit, three semester hours.

21. **NUTRITION.** A study of the fundamentals of human nutrition; relation of food to health; the practical feeding problems of the individual. Calculation and preparation of prescribed diets.

Prerequisite: Home Economics 11; 12.

Six hours a week, lecture and laboratory.

First semester.

Credit, three semester hours.

22. **MEAL PLANNING AND TABLE SERVICE.** The choice, purchase, preparation, and service of food as regards dietary standards, food habits and nutritional needs of the family group.

Prerequisite: Home Economics 21.

Six hours a week, lecture and laboratory.

Second semester.

Credit, three semester hours.

23, 24. **TEXTILES AND ADVANCED CLOTHING CONSTRUCTION.** The lecture work of the first semester includes a comparative study of some two hundred fabrics as regards identification of fibers and the construction, quality and price of materials in relation to their various uses. Materials studied include all fabrics used in the home. Practical home tests for differentiation in fabric content are discussed.

In the laboratory advanced problems in garment construction, pattern alteration and elementary pattern construction are taken up.

In the second semester a study is made of problems that confront the consumer in selecting, buying and caring for textiles and clothing. Style and fashion are also considered.

Laboratory problems include advanced work in clothing construction and pattern study.

Prerequisite: Home Economics 13; 14 or its equivalent.

Six hours a week, lecture and laboratory.

First semester, second semester.

Credit, six semester hours.

25. **COSTUME CONSTRUCTION.** A course in the construction of dance costumes. Required of applicants for the diploma in dancing.

First semester.

Credit, two semester hours.

Four hours a week.

## L A T I N

### MISS CASON

One of the chief aims of this department is to assist the student in acquiring a background of classical culture which will enrich her future studies in whatever field she may choose for specialization. An effort is made to stimulate interest through extensive collateral readings, through illustrative material in art and archaeology, and through a conscientious investigation of the facts of Roman life and literature. The student is taught, as far as the opportunity is afforded, to appreciate the debt of the modern world to Rome and, through Rome, to Greece.

1, 2. CICERO, OVID. Reading of not less than four orations of Cicero (or an equivalent amount in a standard third-year book); selections from Ovids *Metamorphoses*; oral and written composition; sight reading.

Prerequisite: two units of high school Latin.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

3, 4. VERGIL. Reading of not less than four books of the *Aeneid*. A study will be made of the entire poem. Extensive collateral readings; oral and written composition; sight reading.

Prerequisite: three units of high school Latin, or Latin 1, 2 or the equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

11, 12. SELECTIONS FROM LATIN PROSE AND POETRY. Attention is given chiefly to Catullus, Horace, and Livy, with illustrative selections from several other authors. Syntax review; practise in the writing of Latin; collateral readings.

Prerequisite: four units of high school Latin, or Latin 3, 4 or the equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

13, 14. LATIN WRITING. The purpose of this course is to develop syntactical accuracy, good diction, and an appreciation of the difference between English idiom and Latin idiom. Students who expect to major in Latin are urged to take the course.

Prerequisite: four units of high school Latin, or Latin 3, 4 or the equivalent.

One hour a week.

First semester, second semester.

Credit, two semester hours.

15; 16. CLASSICAL MYTHOLOGY. The most important myths are studied with especial reference to their use in ancient and modern literature and art. While attention will be concentrated chiefly on Greek and Roman mythology, some time will be devoted to the myths of other



countries. A knowledge of Latin is not necessary. Open to all students of college grade.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

21. a. ROMAN COMEDY. Selected plays from Plautus and Terence. Three plays will be read carefully; others will be taken rapidly or in translations. Collateral readings.

b. PLINY. Selected letters. Collateral readings.

Prerequisite: Latin 11, 12 or the equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

22. ROMAN TRAGEDY. Three of Seneca's tragedies will be read in Latin; others will be taken in translations. Comparison with the Greek originals. Attention to Seneca's influence on European tragedy. Collateral readings.

Prerequisite: Latin 11, 12 or the equivalent.

Three hours a week.

Second semester.

Credit, three semester hours.

## MATHEMATICS

MISS FALVEY

MISS BURRESS

1. COLLEGE ALGEBRA. A general review is made of all topics usually covered in a second-year high school course in addition to all topics offered in Mathematics 11.

Prerequisites: algebra, 1 unit; geometry, 1 unit.

Five hours a week.

First semester.

Credit, three semester hours.

11. COLLEGE ALGEBRA. A general review is followed by a study of exponents, radicals, quadratic equations, simultaneous quadratic equations, inequalities, binomial theorem, progressions, complex numbers, theory of equations, and determinants.

Prerequisites: algebra, 1½ units; geometry, 1 unit.

Three hours a week.

First semester.

Credit, three semester hours.

12. PLANE TRIGONOMETRY. The work consists of trigonometric functions and formulae, theory and use of tables, solution of right and oblique triangles (with applications to problems of physics and surveying), inverse functions, trigonometric equations.

Prerequisite: Mathematics 1 or 11 or the equivalent.

Three hours a week.

Second semester.

Credit, three semester hours.

21, 22. PLANE ANALYTIC GEOMETRY AND THE CALCULUS. The first eleven weeks of the course are devoted to a study of analytic geometry; the remainder of the first semester is given to an introduction to the calculus. In the second semester the fundamental formulae and rules of differentiation and integration are derived and applied to maxima and

minima, rates, velocities, accelerations, indeterminate forms, mean value of a function, radius of gyration, liquid pressure, work, infinite series and expansion of functions.

The course is arranged to allow four semester hours' credit for analytic geometry and six semester hours' credit for the calculus.

Five hours a week.

First semester, second semester,

Credit, ten semester hours.

## MUSIC

MR. RIGGS

MISS DANN

For descriptions of other courses offered in Music, see pages 87-88.

11A; 12A. HARMONY. Review of rudiments of music and notation; scales, intervals and chord formation; chord progressions employing triads and their inversions; dominant and secondary seventh chords; harmonization in four voices of melodies and figured bases; keyboard harmony.

This course is not accepted for credit toward a music certificate or diploma.

Prerequisite: knowledge of staff and note values. Music 11A is prerequisite for Music 12A.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

15; 16. HISTORY OF MUSIC. A general survey of the development of music from the earliest times to the present day. Music prior to the seventeenth century is studied as background for a fuller consideration of the epoch of instrumental polyphony, the Classic and Romantic Periods, and the Modern Era. Text, reference reading, lectures, critical and creative listening to many illustrations on the phonograph and Duo-Art reproducing piano.

Music 15 is a prerequisite for Music 16.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## PHYSICAL EDUCATION

MISS CAYCE

MISS MORRISON, *Director*

MRS. NEWERF

MISS DREW

MISS LAMPKIN

MRS. YOUNG

One or more courses in this department are a part of every curriculum at Ward-Belmont. This work is included free of charge to all students and is required for at least three hours a week every year. A physical examination is given at the time of entrance and a detailed record of the physical condition of each student is then kept on file. In the light of this information advice is given regarding the kind and amount of exercise suited to the needs of each individual student. No effort or expense has been spared in assembling complete equipment and a competent, enthusiastic staff.

The courses in dancing are of particular importance. In the first place, they are planned to give the student an intelligent appreciation of dancing as an art and dwell upon such aspects as interpretation, characterization and improvisation. In the second place, by means of practise of rhythmic exercise to musical accompaniment, they develop good posture and a natural coordination of movement that leads to grace and poise. All types of dancing are studied. Every student is entitled to one hour a week of class dancing throughout the year without extra charge. *Five competitive scholarships in dancing, worth one hundred dollars each, are available.*

1, 2. FRESHMAN PHYSICAL EDUCATION. This course is required of all freshman college students unless Physical Education 11, 12 or 19, 20 is taken. Specific requirements are: (1) instruction in swimming until the student is able to pass a proficiency test; and (2) a ten weeks' course in dancing. All other work is elective and is adapted to the needs of the individual student. During the fall and spring students elect outdoor sports; during the winter they choose from various indoor activities. Riding may be elected in place of other sports.

Three hours a week.

First semester, second semester.

Credit, two semester hours.

3-A. SWIMMING. Instruction for beginners. Two hours a week.

3-B. SWIMMING. Elementary strokes and dives. For pupils who have learned to swim and wish instruction in perfecting form.

Two hours a week for ten weeks.

3-C. RED CROSS LIFE SAVING. The prescribed Red Cross course. Certificate and badge awarded upon successful examination.

Two hours a week for ten weeks.

11, 12. THEORY AND TECHNIQUE OF THE DANCE. Class instruction is given in the following:

- A. Elementary ballet technique, character and other dances of medium difficulty.
- B. Elementary technique of toe dancing and dances of medium difficulty.
- C. Elementary tap.
- D. Ballroom.
- E. Plastique.
- F. Fundamentals of the modern dance.
- G. Limbering, stretching and corrective exercises.

In addition to the class work listed above, every candidate for a certificate or diploma receives one private lesson a week.

The lecture work covers an explanation of technical terms used in dancing and of musical terms, note values and tempos with reference to dance composition. During the second semester a survey is made of folk costume in relation to authentic dances of foreign countries.

Lecture, one hour a week; dancing, six hours a week.

First Semester, second semester.

Credit, four semester hours.

NOTE: Students who do not wish to take the full course 11, 12, may elect one or more of the parts listed above.

15, 16. **PERSONAL HYGIENE.** Lecture course on the parts of the body and their care; the relationship of habits and environment to the health, efficiency, and well-being of the individual; lectures, readings and papers and audio-visual aids. Required of all second-year students and applicants for diplomas.

One hour a week.

First semester, second semester.

Credit, one semester hour.

17, 18. **SPORTS AND GYMNASTICS.** This course is designed for pre-physical-education students and others who plan to specialize in any work in which a knowledge of sports and games is necessary. During the fall and spring, outdoor sports are practised for the development of skill. During the winter, instruction is given in indoor activities. One hour of dancing is required each week throughout the year.

FALL TERM		WINTER TERM		SPRING TERM	
Hockey	3 hours	Basket Ball	3 hours	Baseball	3 hours
Tennis	2 hours	Fencing	2 hours	Archery	2 hours
Dancing	1 hour	Dancing	1 hour	Golf	2 hours
Swimming	2 hours	Swimming	2 hours	Dancing	1 hour

Eight hours a week.

First semester, second semester

Credit, six semester hours.

17-A. **PLAYS AND GAMES.** In this course the student is given an opportunity to learn games which are suitable to children of various ages. All the students who are enrolled in the class participate in playing and teaching the games at each age level.

This course should be of value to students who plan to specialize in teaching in nursery schools, kindergarten or elementary grades. It is also suggested for those who hope to do leadership work with young people.

The course will not be offered for fewer than sixteen students.

One hour a week.

First semester.

19, 20. **THEORY AND TECHNIQUE OF RIDING.** Instruction is given covering all fundamental points of mounting, dismounting, controlling the horse; riding and gaiting the walk, trot and canter; and road riding. The anatomy and conformation of the horse, saddling, bridling, and the care of the horse are studied in lecture periods.

Riding, six hours a week, fall and spring; lecture, four hours a week for one semester.

Credit, four semester hours.

**19. 20-A. RIDING.** For beginners. Open to all students. Instruction in mounting, dismounting, proper methods of holding reins and guiding the horse, the seat and how to ride the walk, trot, and canter.

Riding three hours a week. Fall or spring.

**19. 20-B. RIDING.** For students who have completed 19, 20-A. Instruction in riding and working three-gaited horses.

Riding three hours a week. Fall or spring.

**21, 22. SOPHOMORE PHYSICAL EDUCATION.** This course in connection with Physical Education 15, 16 is required of all second-year college students. Outdoor sports are offered during the fall and spring; indoor sports and gymnastics during the winter. Courses in dancing, riding or swimming may be elected to meet the requirements in full or in part.

Two hours a week.

First semester, second semester.

Credit, one semester hour.

**23. ANATOMY.** A study of the bony skeleton, ligaments and muscles of the body. A fundamental course for students who intend to major in physical education, physiology, medicine, nursing and other related fields.

Three hours a week.

First semester.

Credit, three semester hours.

**24. KINESIOLOGY.** A study and an analysis of the action of different groups of muscles used in various activities such as sports, industrial occupations and activities in the home.

Prerequisite: Physical Education 23.

Three hours a week.

Second semester.

Credit, three semester hours.

**27, 28. ADVANCED WORK IN SPORTS AND GYMNASTICS.** During the fall and spring, outdoor sports are practised for further development of skill and studied for knowledge of rules and coaching methods. Dancing is required throughout the year.

FALL TERM		WINTER TERM		SPRING TERM	
Hockey	3 hours	Bowling	3 hours	Track	3 hours
Dancing	1 hour	Dancing	1 hour	Dancing	1 hour
Theory	1 hour	Theory	1 hour	Theory	1 hour
Observation and practise		Observation and practise		Observation and practise	
teaching	2 hours	teaching	2 hours	teaching	2 hours
Elective	2 hours	Elective	2 hours	Elective	2 hours
Nine hours a week.					
First semester, second semester.			Credit, six semester hours.		

29, 30. **ADVANCED THEORY AND TECHNIQUE OF RIDING.** Instruction in signaling a five-gaited saddle horse, in jumping and hurdling, and in games and stunt riding is given to girls who have shown sufficient proficiency in riding. The lecture work of this class covers the subjects of stable management, selection of horses, methods of organizing and teaching riding classes and road groups. Work in observation and practise teaching is required.

Riding, six hours a week, fall and spring; lecture, four hours a week for one semester. Credit, four semester hours.

29, 30-A. **RIDING.** Three-gaited class. For students who have ridden, but wish lessons. Instruction in riding the walk, trot, canter, and in properly gaiting the horse.

Riding three hours a week. Fall or spring.

29, 30-B. **RIDING.** Five-gaited class. Open only to students who have perfected themselves in the three-gaited class. The work of the class consists mainly in learning to signal properly a five-gaited saddle horse.

Riding three hours a week. Fall or spring.

29, 30-C. **RIDING.** Jumping and hurdling. Open only to students who have passed the three-gaited work and are good horsewomen. Instruction in the management of the horse and the proper seat and hands on the jump. Before enrolling in this class, a student must present written permission from her parents.

Riding three hours a week. Fall or spring.

29, 30-D. **RIDING.** Road riding. Open only to students who can satisfactorily pass a road riding test.

One hour a week for ten weeks. Winter, spring.

31, 32. **ADVANCED THEORY AND TECHNIQUE OF THE DANCE.** Class instruction is given in the following:

- A. Intermediate ballet technique; national, character, and ballet dances.
- B. Advanced ballet technique; national, character, and ballet dances.
- C. Toe dancing: intermediate technique and dances of progressive difficulty.
- D. Toe dancing: advanced technique and dances.
- E. Modern dance; work of medium progression.
- F. Advanced nature and plastique dancing.
- G. Advanced tap dancing.

In addition to the class work listed above, every candidate for a certificate or diploma receives one private lesson a week.

The lecture work embraces the definition of technical terms, dance notation, methods of teaching, program building, and the staging and direction of dance recitals.

Lecture, one hour a week; dancing, six hours a week.

First semester, second semester.

Credit, six semester hours.

NOTE: Students who do not wish to take the full course 31, 32, may elect one or more of the parts listed above.

35, 36. METHODS OF TEACHING DANCING. The work of this class consists of a practical application of course 31, 32; composition and adaptation of dances, observation and practice teaching.

One hour a week.

First semester, second semester.

Credit, two semester hours.

## PHYSIOLOGY

MRS. SEAY

11, 12. GENERAL PHYSIOLOGY. This is a study of the human body, its structure, functions, and the laws which govern it and of how to maintain the health of the individual and community.

Prerequisite: working knowledge of biology and chemistry.

Lecture, two hours; laboratory, two hours.

First semester, second semester.

Credit, six semester hours.

14. PERSONAL AND COMMUNITY HEALTH. The first half of this course is planned to help the student improve her knowledge, attitude and habits pertaining to her own health. The second half of the course is planned to help the student interpret this health in relation to public health. The course should be of value to students who plan to specialize in social service, nursing, medicine, health, physical education or general teaching.

Students who take this course are excused from Physical Education 15, 16.

Three hours a week.

Second semester.

Credit, two semester hours.

## PSYCHOLOGY

MISS NORRIS

12. PRACTICAL PSYCHOLOGY. An application of psychological principles to the social and emotional aspects of campus life, with individual experiments on building habits conducive to pleasant social relations.

Two hours a week.

Second semester.

Credit, two semester hours.

21, 22. PSYCHOLOGY. An introductory course in psychology that gives a general survey of the fundamental facts and laws of mind, with applications and simple illustrative experiments, followed by an introductory course in the study of childhood, with practical applications.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## RELIGION

MRS. VIVION

11; 12. A SURVEY OF BIBLICAL LITERATURE. The study in this course is based on the types of literature represented in both the Old and New Testaments. There is included a study of the development of the religion and ethics of the Hebrews as set forth in the Old Testament.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

13. THE LIFE OF JESUS. A comparative study of the Four Gospels, using them as a basis for a review of the life and times of Christ.

Two hours a week.

First semester.

Credit, two semester hours.

14. THE LIFE OF PAUL AND THE DEVELOPMENT OF THE APOSTOLIC CHURCH. The book of Acts and the Pauline letters form the basis of this course. An attempt is made to grasp the permanent religious message of Paul, and to show the environment in the midst of which the Christian movement originated.

Two hours a week.

Second semester.

Credit, two semester hours.

15. THE WORLD'S LIVING RELIGIONS. The major living religions will be studied, with a consideration of their history, social and cultural influence, and modern development. Readings from the sacred writings of each religion will be a part of the course.

Three hours a week.

First semester.

Credit, three semester hours.

16. INTRODUCTION TO RELIGION. A survey of the characteristics and tendencies of Christianity today. Problems of religion of particular interest to members of the class will be investigated. The place of religion in the modern world will be considered.

Three hours a week.

Second semester.

Credit, three semester hours.

17, 18. RELIGIOUS EDUCATION OF CHILDREN AND YOUNG PEOPLE. The course will present the principles and methods of the teaching of religion to children and young people. Materials will be evaluated, and a complete program planned for the church school. Field work the first semester will consist of supervised observation. During the second semester practise will be given in the teaching of religion to a group of children.

Two hours recitation, two hours field work a week.

First semester, second semester.

Credit, six semester hours.

## SECRETARIAL TRAINING

MISS HENDERSON

MISS LEE

MR. CROUCH

1, 2. ELEMENTARY SHORTHAND. This course embraces the fundamental principles of the system of shorthand, with special emphasis upon word



signs and construction, elements of phrase writing, accuracy tests and letter writing. Shorthand penmanship drills are given daily. No credit is given for this course unless taken in conjunction with typewriting.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

3, 4. **ELEMENTARY TYPEWRITING.** The object of instruction in typewriting is to impart a correct scientific method of fingering and a skillful, uniform touch and to train the students in all the details of form and arrangement of transcript. The care of the machine is also taught.

Test for promotion: New matter at not less than thirty-five words a minute net for fifteen minutes with not more than five errors.

Three hours a week, two hours laboratory.

No credit.

5, 6. **BOOKKEEPING.** The purpose of this course is to present a plan of keeping the records necessary for the average professional man or small business, without going into detail as regards the development of accounting principles.

Each student is required to keep two short sets of books. The work includes practise in the use of checks, drafts and notes; the preparation of balance sheets, statement of profit and loss; and closing the ledger. Books used are: (1) books of original entry, such as cash, sales and purchase books; (2) subsidiary ledgers and the general ledger as a final record of account.

Four hours a week.

First semester, second semester.

Credit, four semester hours.

11, 12. **ADVANCED SHORTHAND.** Attention is given to phrasing and ability to write and translate shorthand with greater speed and accuracy. Dictation consists of business letters and legal documents such as wills, deeds, and mortgages. Efficiency tests are given at frequent intervals at different rates of speed: 60, 80, 90, 100, and 125 words per minute.

No credit is given for this course unless taken in conjunction with typewriting.

Prerequisite: Secretarial Training 1, 2.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

13, 14. **ADVANCED TYPEWRITING.** This includes the transcribing of shorthand notes on the typewriter, letter writing, the correct arrangement of legal documents, rough drafts, tabulated matter, speed tests, and the modern methods of manifolded.

Test for promotion: advanced new matter at not less than 60 words per minute net for fifteen minutes with not more than five errors.

Three hours a week, two hours laboratory.

No credit.

15, 16. **ACCOUNTING.** This course is designed to serve as an introduction to the entire field of accounting. Practise and theory are developed as a unit. The following are considered:

Definition of accounting; the accounting process; the balance sheet; the statement of profit and loss; the work sheet, accounts, object, construction, classification, depreciation, depletion and amortization; partnership (opening books, adjustment of accounts, dissolution); corporations (characteristics, opening of the books, capital stock, surplus and reserves, dividends, sinking fund); intercompany, branch, and departmental relationships.

Prerequisite: Secretarial Training 5, 6.

Six hours a week.

First semester, second semester.

Credit, six semester hours.

17, 18. **COMMERCIAL LAW.** This course is designed to give the student a thorough and correct understanding of the fundamental principles of commercial law and to teach her the attitude of caution and deliberation so that she will undertake business transactions thoughtfully and with a knowledge of her legal rights. The course covers a study of sales, agency, negotiable instruments, guaranty, insurance, real property, partnership, corporations, and other subjects. Particular emphasis is given contracts.

Two hours a week.

First semester, second semester.

Credit, four semester hours.

20. **OFFICE TRAINING AND OBSERVATION.** The purpose of this course is to provide, as nearly as possible, a business laboratory in which the student applies the principles learned in other secretarial courses and acquires further information on phases not emphasized in those subjects, such as indexing, alphabetizing, mailing, filing, and the operating of various office appliances. In addition to assigned projects, reading and reports, the students will go on field trips for observation of office routine in different types of business organizations.

Two hours a week.

Second semester.

Credit, two semester hours.

## SOCIOLOGY

MRS. VIVION

21. **INTRODUCTION TO SOCIOLOGY.** This course is designed to enable the student to understand modern society and its major problems through a scientific analysis. The origin, structure, growth and activities of society will be studied.

Among the topics discussed are: human nature, isolation, social contact, social control, interaction, conflict, accommodation, social forces, progress.

Three hours a week.

First semester.

Credit, three semester hours.

22. **COMMUNITY WELFARE.** This course undertakes to analyze and to appraise the movements for community welfare. It aims to guide the student to an understanding of the problems of modern public welfare and social work.

Among the topics discussed are: public welfare and social development, the relation between public and private charitable enterprise, relief of the poor, care of mental defectives, care and treatment of law-breakers, provision for child care, problems of public health.

Three hours a week.

Second semester.

Credit, three semester hours.

23. **THE FAMILY.** This is a course which reviews the historical and psychological background of the present-day family, indicates trends in modern family life, and stresses the function of the family and its relation to other social institutions.

Three hours a week.

First semester.

Credit, three semester hours.

## SPANISH

MR. DONNER

DR. GIVENS

11, 12. **BEGINNERS' COURSE.** Grammar; the reading of about three hundred pages of simple Spanish prose; written and oral exercises founded on selected texts; conversation.

Four hours a week.

First semester, second semester.

Credit, eight semester hours.

13, 14. **INTERMEDIATE COURSE.** Grammar reviewed; the reading of about three hundred pages from standard authors of Spain and Spanish America; composition; conversation.

Prerequisite: Two years high school Spanish or Spanish 11, 12 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

21, 22. **NINETEENTH AND TWENTIETH CENTURY LITERATURE.** About eight hundred pages from standard authors of the nineteenth and twentieth centuries are read. Lectures are given on the literature, life and customs of the Spanish people. Themes and reports in Spanish are required.

Prerequisite: Spanish 13, 14 or its equivalent.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

## SPEECH

MISS WINNIA, Director

MISS HOWARD

This department aims, first of all, to cultivate an appreciation for the beauties of speech, perhaps the greatest achievement and most abused possession of humanity. In addition to being our chief instrument of communication, it is one of the best revelations of our personality. None of our manners or habits is more conspicuous or expressive. Since it is such a complete reflection of our essential character, it is worthy of the most careful study.

Students are taught first to value and then to acquire such fundamental requisites of good speech as: a free and natural use of the voice; good diction and pronunciation; the ability to read aloud and to express their thoughts clearly; an appreciation of the speech of the theatre and the lecture platform; and the necessary posture and poise.

Series of individual speech recordings are made during the year so that students may hear their own voices objectively and note the development. Regular conferences are held to assist each student individually in overcoming any speech faults or difficulties.

Creative ability is carefully sought and encouraged.

**11, 12. FUNDAMENTALS OF SPEECH.** The purpose is to establish the fundamentals of general good speech and to give the student a foundation for advanced courses. Attention is given to the development of such speech skills as correct articulation, acceptable pronunciation, pleasing vocal quality, adequate vocal flexibility, smooth rhythm, effective projection of thought, poise and expressive posture. There is practical application of these in the presentation of different types of speeches, oral interpretation, and the acting of scenes and short plays.

Lecture, three hours a week; group practise, two hours.

First semester, second semester. Credit, six semester hours.

**13. ORAL INTERPRETATION OF LITERATURE.** This course covers theory and practise of the various techniques and principles of the oral interpretation of literature. Program making and platform deportment are included. The aim is to stimulate creative imagination and to develop an individual style. Different types of literature are considered in the light of their suitability for presentation.

Prerequisite: Speech 11, 12 or its equivalent.

Lecture, three hours a week; supervised practise and individual criticism, two hours.

First semester. Credit, three semester hours.

**14. ACTING.** Theory and practise in the art of acting. Special consideration is given to pantomime and characterization. The material covered includes scenes from Shakespeare and the more modern playwrights.

Lecture, one hour a week; laboratory, four hours.

Second semester. Credit, three semester hours.

**15 or 16. RADIO.** Instruction is given in the principal phases of radio speaking and production. Included are training in speaking over a microphone, announcing, acting in radio plays, adapting plays for radio production, continuity writing, story telling, and program building. Sound effects are also studied. Each week a program is presented over a campus-wide broadcasting system.

Prerequisite: Speech 11, 12 or its equivalent.

Three hours a week. Credit, two semester hours.

First semester. Repeated second semester.

17, 18. VOICE AND DICTION. This is a practise course to develop poise while speaking. Attention is given to the development of rhythmic speech patterns, correct articulation, improvement of quality and flexibility of voice, and the overcoming of speech difficulties and self-consciousness. It is open to all students interested in the proper use of the speech mechanism and general proficiency in the use of spoken language.

Required of all candidates for the certificate or diploma.

One hour a week.

First semester, second semester.

No credit.

21. STAGE CRAFT. This is a beginning course in the visual elements of play production. After a brief survey of the development of the theatre, consideration is given to the theory and practise of stage designing. Preliminary sketches and working drawings are made. A model set is constructed. There is work in lighting, designing and making of costumes, and theory and practise in make-up. Practise is given in school productions.

Students enrolled in this course may make observation visits backstage and attend rehearsals and performances at the Nashville Community Playhouse, which is situated near the campus.

Lecture, three hours; laboratory, two hours.

First semester.

Credit, three semester hours.

22. PLAY PRODUCTION. Consideration is given to all of the essential arts involved in the production of dramatic forms. There is a study of the following: stage forms and their historical backgrounds; types of productions; the choice of a play; casting; rehearsals; directing; management; costuming; and make-up. Each student makes a special study of one play for production. This includes the making of a director's manuscript and a costume plate. The course is designed to arouse appreciation of the general art of the theatre and to prepare students both for work in such organizations as the Little Theatre groups and for advanced study in dramatics. Practise is required through the production of plays.

Students enrolled in this course may make observation visits backstage and attend rehearsals and performances at the Nashville Community Playhouse, which is situated near the campus.

Lecture, three hours; laboratory and rehearsals, two hours.

Second semester.

Credit, three semester hours.

REMEDIAL READING. This is a laboratory period in remedial reading that is offered for those students who are found to be handicapped in their general college work by slow and inaccurate reading. The number of hours will depend upon the needs of the individual student.

No credit.



## The Preparatory School

**REQUIREMENT FOR ADMISSION.**—Students who have completed the eighth grade will be admitted without examination to the first-year preparatory school class. It is necessary that the applicant present from the principal of the school from which she comes an official statement of her work.

Students who seek admission to any class beyond that of the first year must present upon application a transcript showing the official record of all high school work previously carried. If the school is not accredited, satisfactory examinations will be required.

**YEARLY SCHEDULE.**—A student's yearly schedule should consist of four subjects credited as one unit each. Under certain conditions, however, a minimum of three subjects and a maximum of five are allowed. In addition, physical education is required of all students each year. For a description of the courses in physical education see page 70.

**REQUIREMENTS FOR THE PREPARATORY SCHOOL DIPLOMA.**—The preparatory school diploma is awarded to students who have completed sixteen preparatory units, as described below, and the prescribed work in physical education. Of the required sixteen units at least four must be taken in Ward-Belmont. An average of at least C must be made during the last year.

A unit represents five periods a week for a year in a subject ordinarily taught in standard high schools. Periods at Ward-Belmont are of a minimum duration of fifty minutes.

No credit is given for fewer than two units of a foreign language taken in the preparatory school.

### Required Units—9.

English	3 units—including English IV.
Foreign Language	2 units in one language.
History	1 unit.
Mathematics	2 units—Algebra, 1 unit. Plane Geometry, 1 unit.*
Science	1 unit in Biology or Chemistry.†

### Elective Units—7.

\*For pupils not preparing for college entrance some other unit may take the place of geometry.

†Physics, when transferred from an accredited high school, will be accepted in place of biology or chemistry.

**CREDIT ALLOWED IN SPECIAL SUBJECTS.**—Units in the special subjects—art, expression, home economics, music—will be credited toward a high school certificate. *Art*—One unit represents five periods of supervised studio work a week. *Home Economics*—One unit in sewing represents five periods each week. *Music*—One unit of credit represents two lessons a week in piano, harp, organ, violin, or voice, accompanied by a course in theory of music or music appreciation. One hour's daily practise is required. *Speech*—One unit represents five periods of prepared class work a week.

**CLASSIFICATION.**—The work completed by the beginning of a school year determines the class to which a student belongs.

Four completed units give second-year classification.

Eight completed units give third-year classification.

Twelve completed units give fourth-year classification.

If a student lacks not more than one of the required number of units, she will be given conditional classification.

**REPORTS AND GRADING SYSTEM.**—Reports are sent out from the office at the close of each school month and at the end of each semester. The monthly grade represents the average standing which the student has maintained, by daily recitations, written work and tests, during any month. The semester grade represents the combination of the semester examination and the average of monthly grades.

The system of grading is as follows:

A Excellent	D Passing
B Good	E Condition
C Satisfactory	F Failure

The school may not recommend for advanced high school or college work a student who does not make an average grade of C in each study.

## Description of Courses

### ART

MISS SHACKELFORD, Director

MISS GORDON

I. Principles of composition and design; object drawings; lettering, with application to posters; figure drawing; memory drawing; modeling; direct painting in water color. Imaginative forms are modeled in three dimensions. In the first semester marionettes are designed, constructed and dressed. These are used in a play which is produced by the class.



All stage settings and accessories are designed and executed in the laboratory.

Lecture and discussion, one period a week; laboratory, five periods.

Credit, one unit.

II. A continuation of the work of the first year. More difficult problems in perspective, modeling, composition and color are given, with emphasis on creative design. Historic ornament in relief is drawn in charcoal from the cast and modeled in clay and wax to develop an understanding of period ornament in three dimensions. The mediums used are tempera, water color, pen and ink, pencil, charcoal, crayons, clay, and plasticine. One or more problems in craft work are required.

Lecture and discussion, one period a week; laboratory, five periods.

Credit, one unit.

## BIBLE

MRS. VIVION

I. **ELEMENTARY BIBLE HISTORY.** An elementary history of the Bible, intended to acquaint the student with leading Bible characters and events, together with the corresponding chronology and geography.

Four periods a week.

Credit, one unit.

II. **THE LIFE OF JESUS.** Study of the land in which Jesus lived, its people and customs, the work and character of Jesus. Sources: The Gospel narratives, together with critical studies in the history, thought, and customs of his time.

Four hours a week.

Credit, one unit.

Courses I and II are given in alternate years.

## BIOLOGY

MRS. SEAY

An elementary study of plant and animal life, including the principles of living protoplasm, structure and physiology of selected types, and their economic significance.

Three recitations and two double periods of laboratory and field work.

First and second semesters.

Credit, one unit.

## CHEMISTRY

MRS. SARGENT

A course planned to give the student a general knowledge of the facts and principles of chemistry.

Recitations, three periods a week; laboratory, two double periods a week.

Credit, one unit.

## CIVICS, ECONOMICS AND SOCIOLOGY

MISS HAY

MISS BROOKS

Two of these courses are offered each year.

**CIVICS.** This course is a study of the principles and functions of democracy in the United States.

Topics: Meaning of democracy, representative government, separation of powers, constitutions, the federal system, local self-government, and civil liberty.

Four periods a week.

One semester.

Credit, one-half unit.

**ECONOMICS.** In this course the elements of economics are so taught as to make the student conscious of the many economic forces at work in our world today. Special attention is given to the present monetary system, banking, Federal Reserve System, and credit. Also considered are business organization, advertising, competition, and thrift. Current problems are correlated with the materials of the text.

Regular use is made of sound films and other visual aids. Special reports are required.

Five periods a week.

One semester.

Credit, one-half unit.

**SOCIOLOGY.** An introduction to sociology covering the origin of the family, historical development and problems of the modern family, population and its distribution, immigration and recent laws controlling it.

Extensive parallel reading and special reports on various modern problems. Current problems are correlated with the text.

Five periods a week.

One semester.

Credit, one-half unit.

## ENGLISH

MRS. SOUBY

MRS. RASMUSSEN

MISS SADLER

MRS. BREARLEY

### I. Selections from English and American literature.

Grammar and composition.

Special attention given to the grammatical principles that contribute to correct speaking and writing. Weekly themes and parallel reading.

Five periods a week.

Credit, one unit.

### II. Selections from English and American literature.

Grammar and composition.

Continued drill on the fundamentals of English composition, with weekly practice in writing. Parallel reading.

Five periods a week.

Credit, one unit.

### III. Selections from American literature. Grammar and composition.

Emphasis placed upon correct and effective expression of ideas, with weekly practice in writing. Parallel reading.

Five periods a week.

Credit, one unit.

### IV. Selections from English literature. Composition and rhetoric.

Correct expression emphasized. The awakening of critical and artistic consciousness stressed. Weekly themes and parallel reading.

Five periods a week.

Credit, one unit.

## FRENCH

### MISS TURNIPSEED

I. Aim: mastery of simple oral and written French. The text contains abundant and interesting materials for easy reading, all carefully based on the fundamentals of grammar. Phonetics required.

Five periods a week.

Credit, one unit.

II. Continuation and elaboration of French I. Drills continued; dictation; abstracts, oral and written; free composition; vocabulary building continued; memorizing of poetry and songs. Simpler uses of all verbs; grammatical fundamentals mastered; English into French based on reading. Reading and class discussion in French of 300-400 pages of standard texts. Parallel reading encouraged.

Five periods a week.

Credit, one unit.

III. Special emphasis is given in this class to vocabulary building and the mastery of idioms. In addition to about 600 pages from standard texts, the work includes a comprehensive review of grammar, dictation, composition, and daily conversation.

Five periods a week.

Credit, one unit.

## HISTORY

### MISS BROOKS

### MISS HAY

I. EARLY EUROPEAN HISTORY. A study of European history from ancient times to the middle of the seventeenth century. A brief account of the oriental countries as a background for Greek and Roman history; religious, political, social, and military conditions during the middle ages; the Renaissance; period of colonization; the Protestant Reformation.

Class reports on supplementary work; summaries and outlines of both primary and secondary sources; map work throughout the year.

Five periods a week.

Credit, one unit.

II. MODERN HISTORY. Among the chief topics considered are: the period of kings and their nationalistic rivalries, with special emphasis on French history; the period of political revolution and the Napoleonic era; the unification of Italy; the unification of Germany; the Industrial Revolution and its influence on modern social reform and the growth of imperialism; the first World War, its causes and effects; new experiments in government and their influence on international relations.

Five periods a week.

Credit, one unit.

III. AMERICAN HISTORY. This course begins with a brief survey of the European background of the settlement of America. A more intensive study is then made of: the colonial period and the beginning of our American ideals and institutions; the foundation of our present form of government; westward expansion and the rise of sectional interests that

led to the conflict between the states; the emergence of the United States as a world power; the first World War and consequent problems.

Parallel readings; special reports; historical novels and current periodicals; map work, sound films and other visual aids.

Five periods a week.

Credit, one unit.

IV. ENGLISH HISTORY. The significance of the geography of the British Empire, with special emphasis on its economic and political aspects, is first considered. Then follows a study of: Celtic and Roman Britain; Saxon England; Danish and Norman Conquests; formation of a united England; Tudor and Stuart periods and the revolutionary movements; foundation of the British Empire; period of reform and growth of democracy; the first World War with its effects on the Empire and England's international relations.

Five periods a week.

Credit, one unit.

## HOME ECONOMICS

MRS. FIDLAR

CLOTHING. This course includes the following units: textile study; selection and purchase of clothing (this unit includes relation of principles of economics, hygiene and art to clothing); selection and purchase of household textiles; principles of construction; care and repair of clothing.

Five periods a week.

Credit, one unit.

## LATIN

MISS CASON

MRS. OTTARSON

I. BEGINNING LATIN. The first-year course is designed to give a foundation in the essentials of the language. Principles of grammar and vocabulary are stressed; the correlation of Latin and English is emphasized.

Five periods a week.

Credit, one unit.

II. SECOND-YEAR LATIN. This course enlarges on the work of the first year, with the reading of four books of Caesar's Gallic War (or an equivalent amount in standard text). Latin composition is included.

Five periods a week.

Credit, one unit.

III. THIRD-YEAR LATIN. Included in this course are three orations of Cicero, stories from the *Metamorphoses* of Ovid, selections from Sallust's *War with Catiline*, and a number of selections from various other authors. There is also some prose composition.

Five periods a week.

Credit, one unit.

IV. FOURTH-YEAR LATIN. Six books of Vergil's *Aeneid* are read, with attention to sight work and mythology. Selections from other Augustan Age authors form a part of the course. Latin composition is included.

Five periods a week.

Credit, one unit.

## MATHEMATICS

MRS. SHACKLEFORD

MISS SIMPSON

**ELEMENTARY ALGEBRA.** This course includes positive and negative numbers, fundamental operations, fractional and simultaneous equations (including graphical solution of a pair of linear equations with two unknowns), fractions, highest common factor and lowest common multiple, square root of polynomials, and the solution of quadratic equations.

Five periods a week.

Credit, one unit.

**ADVANCED ALGEBRA.** A short review of course I, and a completion of the requirement for college entrance.

Five periods a week.

Credit, one unit.

**PLANE GEOMETRY.** Solution of many original problems which follow the general study of theorems. Special attention given to careful construction of figures.

Five periods a week.

Credit, one unit.

## MUSIC THEORY AND APPRECIATION

MR. RIGGS

MISS DANN

Academic credit will not be allowed for musical theory courses unless taken in connection with at least two lessons a week in piano, pipe organ, violin, voice, or harp.

**I. APPRECIATION.** A course designed to give the student an acquaintance with various types of music and to promote intelligent listening through a study of periods, forms, styles and instruments; consideration of artists and musical activities of the day.

Three hours a week.

First and second semesters.

Credit, with applied music, one unit.

**II. THEORY AND EAR TRAINING.** The rudiments of music: notation, terminology, scale formation, intervals, chords and rhythm, studied theoretically in close correlation with exercises in ear training, sight playing and dictation.

Three hours a week.

First and second semesters.

Credit, with applied music, one unit.

## PHYSICAL EDUCATION

MISS MORRISON, *Director*

First year: Physical Education I. Directed exercise, three hours a week.  
Second year: Physical Education II. Directed exercise, three hours a week.

Third year: Physical Education III. Directed exercise, three hours a week.

Fourth year: Physical Education IV. Directed exercise, two hours a week; personal hygiene, one hour a week.

No preparatory student will be graduated until the required work in physical education is completed for each year of her attendance. Swimming is required until the student is able to pass a proficiency test. In case of physical disability, the work will be adapted to the needs and capabilities of the student.

Preparatory students may enroll in a general course in dancing, swimming or riding in any of the four years. (See pages 51-55.) Every student is entitled to one hour a week of class dancing throughout the year without extra charge. Those who wish to perfect themselves in the art of dancing or who wish to work toward the Certificate in Dancing are permitted to do the practical dancing work of six hours a week and will be awarded a Proficiency Certificate in Practise at the completion of two years of work.

## PHYSIOGRAPHY

MRS. SEAY

An elementary course which reviews the natural features of the earth's surface and the natural forces which govern its formation.

Five periods a week.

Second semester.

Credit, one-half unit.

## PHYSIOLOGY

MRS. DANIEL

An introductory course in the study of the human body, dealing with its general structure and with the principles which govern hygienic living. Recitation and demonstration.

Five periods a week.

Credit, one unit.

## SPANISH

MRS. CASTELLANO

MRS. SCHUMANN

I. INTRODUCTION TO SPANISH. Thorough study of the fundamentals of Spanish grammar with written exercises based on principles of grammar. Drill on pronunciation, vocabulary, and verbs. A study of Spanish and Spanish-American history and civilization. Gradual introduction of conversation into class work. Intensive reading of simple Spanish prose. Extensive reading encouraged.

Five periods a week.

Credit, one unit.

II. ADVANCED SPANISH. Review of grammar. Continuation of study of Spanish civilization with emphasis on artistic and literary contributions of Spain and Spanish America. Extensive use of Spanish as the language of the classroom. Reading of several hundred pages of Spanish prose with dictation and conversation based thereon. Outside reading.

Five periods a week.

Credit, one unit.

## SPEECH

MISS WINNIA, *Director*

MISS HOWARD

The general purpose of the work of this department is to aid the student in acquiring certain basic principles of speech and in applying them in her every day life. The student is encouraged to develop the ability to express herself clearly, thereby gaining self-confidence in her social relations. The study of speech aims also to create a lasting appreciation of the beauties of the spoken word.

I. **SPEECH.** A fundamental course in which are considered: (a) visible symbols of speech, such as posture and general bodily action; (b) audible symbols of speech, including breathing, tonal quality, flexibility, diction, and speech sounds; (c) conversation and discussion; (d) delivery of original compositions and selections from various types of literature which exemplify fundamental principles.

Five periods a week.

Credit, one unit.

II. **DRAMATICS.** A course designed to teach the student the proper use of voice and body while developing general dramatic ability. This class gives the kind of training that enables the student to become an active participant in the dramatic activities of her school and social group.

Five periods a week.

Credit, one unit.

## THE CONSERVATORY OF MUSIC FACULTY

ALAN IRWIN, B. Mus., Ph.B.

*Dean*

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ELIZABETH ALBEE ADAMS

*Voice*

B. Mus., New England Conservatory of Music; M. Mus., University of Michigan; Piano Diploma, New England Conservatory of Music, under Charles F. Dennee; Student of Gladys Childs Miller and Arthur Hackett; Coaching under William S. Brady and Edgar Schofield; Member of Civic Light Opera Company of New York

VERNA BRACKINREED

*Piano*

B. Mus., Cincinnati Conservatory of Music; Graduate, Baker Conservatory, Flint, Michigan; Student, Conservatoire Americaine, Fontainebleau, France; pupil of Isidor Philipp in Fontainebleau and Paris; pupil of Mrs. Lucile C. Jolly, Marcian Thalberg, Wiktor Labunski, Roy Underwood; summer study with Rudolph Ganz and Egon Petri

SYDNEY DALTON

*Head of Voice Department*

L. Mus., Dominion College of Music, Montreal; M. Mus., Cincinnati Conservatory of Music; Student of David Bispham, Max Heinrich and J. H. Duval; Piano with Rafael Joseffy; Composition with Rubin Goldmark and Frederick Schlieder

MARY G. DANN

*Theory and Cello*

B. Mus., M. Mus., Eastman School of Music; Student, Royal College of Music, London; Fellowship student, toward Ph.D., Eastman School of Music; Student of cello with Paul Kefer and Ivor James

FREDERICK ARTHUR HENKEL

*Head of Organ Department*

Graduate, Metropolitan College of Music, Cincinnati; Student, Cincinnati College of Music; Student of Steinbrecher, Andre, Sterling, Durst, and Grainger

FLORENCE IRWIN

*Piano*

B.M., M.M., Bush Conservatory of Music; Student, Ward-Belmont and Rockford College; Student of John Blackmore and Frederic Lamond



ALAN IRWIN

*Head of Piano Department*

B.Mus., Bush Conservatory; Julliard Scholarship, two years; Ph.B., University of Chicago; Piano student of John Blackmore, Josef Lhevinne; Organ student of Arthur Dunham, Raymond Robinson; Dean of Music, Friends University, Wichita, Kansas

MARY CORNELIA MALONE

*Voice*

Music Diploma, Ward Seminary; Student of Mme. Marcella Sembrich, Frank La Forge, and Mme. Eleanora de Cisneros in Milan, Italy.

FRANCES JACKSON PARKER

*Harp*

B.A., Birmingham-Southern College; M.A., Vanderbilt University; Student, Eastman School of Music and Cincinnati Conservatory; Private lessons in Vienna; Student of Carlos Salzedo

LAWRENCE H. RIGGS

*Head of Theory Department*

B.A., Beloit College; Rhodes Scholar at Oxford University, England; Summer Courses, Chicago Musical College, Northwestern University School of Music; Graduate of American Institute of Normal Methods

HAZEL COATE ROSE

*Piano*

Pupil of William Sherwood, Glenn Dillard Gunn, and Victor Heinze; Organ with Arthur Dunham; Harmony with Clarence Dickinson

KENNETH ROSE

*Head of Violin Department*

Formerly Teacher in Metropolitan School of Music, Indianapolis; Concert Master, Indianapolis Symphony Orchestra; Student of McGibeny, Indianapolis; Arthur Hartmann, Paris; George Lehmann, Berlin; Suky, Prague

AMELIE THRONE

*Piano*

Farrar School of Voice and Piano, Nashville Tennessee; Student of Maurice Aronson, Vienna, Josef Lhevinne, Berlin, Sigismund Stojowski, New York; Master Class of Harold Bauer, New York

ELIZABETH WALL

*Piano*

B.S., George Peabody College for Teachers; B.Mus., Nashville Conservatory of Music; Student of Wiktor Labunski, Eduard Loessel, Roy Underwood

# The Conservatory of Music

## HISTORY AND AIMS

Music was included as an important part of the curricula of Ward's Seminary and Belmont College. The Ward-Belmont Conservatory of Music was one of the first junior college members of the National Association of Schools of Music. It prepares music students in a thorough way to meet the exacting demands of the best senior colleges and music schools in America. It also offers to the academic student that musical culture which is an essential part of education. Emphasis is placed on superior performance and on a broad cultural and artistic background.

## ADMISSION

Admission to the conservatory is based on graduation from an approved secondary school, with a minimum of fifteen acceptable units, or the equivalent of this requirement as shown by examination.

## FACULTY

The conservatory has assembled a faculty of highly trained teachers. Each member has been chosen because of genuine musicianship, teaching ability, and personality. Most members have had extensive experience as concert artists. Folders that set forth in detail biographical and professional facts pertaining to the head of each department will be sent upon request.

## EQUIPMENT

The equipment of the conservatory is excellent in every way. There are seventy-five practice pianos, ten Steinway grands for studio use, two Steinway grands for recitals and concerts, and one Duo-Art Steinway reproducing piano with more than two hundred rolls for class work. A large three manual organ and a smaller two manual organ are available to organ students. The library contains biographies, the more important works on the theory and practice of music, miniature scores and ensemble works. The library of recordings contains hundreds of records of all types of music. Two lis-

tening rooms for students are equipped with reproducing machines and radios. The *frequent use of a modern recording unit* makes it possible for the students to hear their own performances objectively and thus to evaluate and improve their work.

The results of music talent tests, mental measurements, and teachers' rating blanks aid in the guidance program of the conservatory.

## CONCERTS

In addition to the annual series of concerts given by world famous artists in the school auditorium (see page 14), student tickets are available to concerts and dramatic productions presented in Nashville. Students are presented in regular recitals. This is of great benefit to them because it enables them to secure confidence and control in performance before both small and large groups. Faculty recitals are given throughout the year.

## SCHOLARSHIPS

Five scholarships, each of two hundred dollars value, are available to students regularly enrolled in the preparatory school, junior college, or conservatory. The granting of these awards will be based upon performance, musical promise, and definite financial need. Auditions, granted by appointment, are held usually at Ward-Belmont during June and July. An application blank for a scholarship audition will be sent upon request. The successful applicant in voice will receive the Grace Moore scholarship. The Jane Morley cup is awarded each spring to the conservatory student who has made the most outstanding record during the year. The name of the student is engraved on the cup, and it becomes the property of her club for the following year.

## CURRICULUM

Students in the junior college may elect courses in the conservatory in applied music, theory, and history of music. Eighteen hours of credit in music may be applied toward the Junior College General Diploma in a senior college preparatory curriculum. Of these eighteen hours, not more than eight may be in applied music. More may be counted toward

this diploma in the Terminal Cultural Curriculum. Applied music must be accompanied by a course in theory or history of music if credit is to be given. Students in the conservatory, in turn, may register for courses in the junior college. In addition to the curricula outlined in the following pages, the conservatory offers more advanced work in certain applied subjects equivalent to that given in the four-year conservatories. Information may be had upon request.

## EXPENSES

One inclusive charge is made to those regularly enrolled in any of the various conservatory courses. This charge covers every subject necessary to any one course and the use of practice room and instrument. Charges made to junior college and preparatory school students who wish to enroll for private lessons are shown on page 93.

## ORGANIZATIONS

The conservatory encourages all students to participate in some form of ensemble music under faculty direction. Experience gained in these groups tends to produce a high grade of musicianship and to develop a permanent love of participation in group music.

**ORCHESTRA.**—The Symphony Orchestra is conducted by the head of the violin department. Students gain knowledge of orchestral repertoire and rehearsal routine. One semester hour of credit is given for regular attendance at weekly rehearsals and active interest in the organization.

**GLEE CLUB.**—The Glee Club is conducted by the head of the voice department. Its personnel is chosen from the large number of students who make application at the beginning of each school year. As many applicants as possible are admitted. The music studied by the group is chosen for its educational value and inherent beauty. The fundamentals of music and proper tone production are stressed. Members of the Glee Club receive one semester hour of credit.

**CHOIR.**—The Choir, a group of thirty selected voices chosen from the Glee Club, sings once a week at regular chapel service. It is under the direction of the head of the voice department.

ment. Carefully chosen hymns and anthems provide training in good church music. The valuable service rendered by the choir makes it one of the popular student organizations. The group makes occasional concert tours. One semester hour of credit is given.

*Numerous small ensembles* for string, voice and wood-wind students are under faculty direction.

## REGULATIONS

Before the close of each semester each student enrolled for credit in applied music must take an examination before a committee composed of the faculty members from the division concerned. To such a committee may be added the dean of the conservatory and members of other departments. The student must bring her term repertoire card to the examination. Upon the basis of work shown on the card and the quality of performance, the committee will pass or condition the student for the next semester's work.

All music students are required to attend recitals which are under the direction of the conservatory. Attendance is a matter of their school record. It is suggested that the student keep the programs in a notebook with her comments on the music performed. These notebooks may be called in for examination.

Lessons missed by reason of the student's negligence will not be made up except at the discretion of the teacher; those missed by the teacher will be made up. Lessons are of thirty minutes' duration, and the applied music term is for thirty-two weeks.

Practice requirements listed are in each case the minimum amount. Credit is jeopardized by absence from practice or lessons.

Music students should consult the dean of the conservatory and their teachers before arranging for any public performance.

Students who show by examination that they can meet the piano or sight-playing requirements of their department may substitute another subject.

Practice rooms are assigned by the practice supervisor.

## CREDIT IN APPLIED MUSIC

Credit is given in applied music only when taken in conjunction with music theory or history of music. It is reckoned on the following yearly basis:

One thirty minute lesson a week.....	One semester hour
Two thirty minute lessons a week.....	Two semester hours
Each three hours of practise a week.....	One semester hour

## DIPLOMAS AND CERTIFICATES

The two-year courses listed on the following pages lead to a diploma in music and meet the requirements of the first two years of the Bachelor of Music degree. They are in accordance with the published regulations of the National Association of Schools of Music, of which Ward-Belmont Conservatory is a junior college member.

The certificate in music is granted upon the satisfactory completion of the first-year requirements. Certificate requirements may be spread over two years.

Under no circumstances may a student earn a junior college diploma and a music diploma in less than three years.

Candidates for certificates and diplomas must earn a total number of quality credits equal to the required number of semester hours.\*

Candidates for the certificate must appear in public performance at least three times; candidates for the diploma must appear in public performance at least six times.

## P I A N O

The conservatory believes that thorough and broad musicianship can be gained most quickly and normally through the study of the piano. To that end the study of piano is required as a major or minor subject of all who seek a certificate or diploma. The teachers in this department are not limited to one method or set of principles. They use the best methods of the great teachers and pianists.

### ENTRANCE REQUIREMENTS

To enter the two-year course in piano, the student should be grounded in correct touch and reliable technique. She should play all major and minor scales correctly in moderately rapid tempo. She should have studied material equivalent in difficulty to the following: Czerny, Op. 299, Heller 47 and 46 (according to the needs of the student), easier Bach two-part inventions, easier Mozart or Haydn sonatas, and pieces of similar difficulty. Systematic methods of practice should have been acquired.

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\*See page 26 for explanation of quality credits.

# COURSE REQUIREMENTS

FIRST YEAR		SECOND YEAR	
Piano (2 lessons a week, 2½ hours practise a day)	7 hours	Piano (2 lessons a week, 3 hours practise a day)	8 hours
Music 11; 14	10 hours	Music 21; 24	10 hours
Sight Playing	1 hour	Sight Playing	1 hour
Music 15; 16	6 hours	Piano Repertoire	1 hour
Piano Repertoire	1 hour	Piano Ensemble	1 hour
English 1, 2	6 hours	English 21, 22	6 hours
Physical Education 1, 2	2 hours	Academic Elective	6 hours
Recitals		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour
		Recitals	

## ADDITIONAL REQUIREMENTS—FIRST YEAR

**TECHNIQUE.**—Major scales played with both hands in parallel motion through four octaves (minimum speed, 4 notes to M. M. 104); in thirds, sixths, and tenths, and contrary motion (speed, 4 notes to M. M. 92).

Minor scales, harmonic and melodic, played with both hands in parallel motion (speed, 4 notes to M. M. 104).

Chords: major and minor with added octaves; dominant and diminished sevenths.

Arpeggios in all positions on major and minor triads; dominant and diminished sevenths (speed, 4 notes to M. M. 72).

Octaves: diatonic and chromatic scales (speed, 4 notes to M. M. 60).

**REPERTOIRE.**—Minimum requirement: two complete sonatas; twelve studies from such works as Cramer, "Fifty Selected Studies"; Czerny, Op. 299; Jensen, Op. 32; Loeschhorn, School of Velocity. Eight Bach inventions, at least two of them three-part. Selections from classic and modern composers.

## EXAMINATION.—

1. *Technique.*—As stated above.
2. *Memorized Repertoire.*—Bach, one two-part invention and one three-part invention; one study; one movement of a sonata, such as Beethoven, Op. 2, No. 1; four pieces, such as Liszt, Consolation in D Flat; Chopin, Waltz in C Sharp Minor; MacDowell, Perpetual Motion; Debussy, Arabesque, No. 2.

## ADDITIONAL REQUIREMENTS—SECOND YEAR

**TECHNIQUE.**—Major and minor scales, both hands in parallel motion through four octaves (speed, 4 notes to M. M. 120); in thirds, sixths and tenths (speed, 4 notes to M. M. 104).

Chords: major and minor triads, with added octaves; dominant and diminished seventh chords.

Arpeggios on major and minor triads, dominant and diminished seventh chords in all positions (speed, 4 notes to M. M. 100).

Octaves: diatonic and chromatic scales (speed, 4 notes to M. M. 72); major and minor arpeggios.

**REPERTOIRE.**—Minimum requirements: two complete sonatas; two preludes and fugues from "The Well-Tempered Clavichord"; six studies, selected according to the needs of the student from such works as Czerny, Op. 740; Moscheles, Op. 70; Jensen, Op. 32; MacDowell, Op. 39; Haberbier, Etudes Poesies; Preyer, Op. 30 and Op. 45. Selections from classic and modern composers. These are in addition to first-year requirements.

**EXAMINATION.**—

1. *Technique.*—As stated above.
2. *Memorized Repertoire.*—One complete sonata; one prelude and fugue from Bach's "Well-Tempered Clavichord"; four rather difficult selections from classic and modern composers. In addition, the candidate must play a composition selected by the teacher and prepared without assistance.

## V I O L I N

Violin instruction is offered to students at all stages of advancement. This instruction is eclectic in nature, with special emphasis placed upon adequate technical preparation, development of a singing tone and a flexible style. A basic knowledge of viola is required of all post-graduate students. Participation throughout the year in chamber music ensembles (trio, string quartet, and string orchestra) is encouraged. All ensemble work is under the supervision of the director of the department.

### ENTRANCE REQUIREMENTS

To enter the two-year course in violin the student should have an elementary knowledge of the piano. In violin she should have the ability to preform satisfactorily Kayser Studies, Book 3, or the less difficult etudes of Kreutzer, a fundamental knowledge of scales and positions, and repertoire of the grade of the Viotti Concerto No. 23 and the Accolay concerto in A minor.

### COURSE REQUIREMENTS

FIRST YEAR		SECOND YEAR	
Violin (2 lessons a week, 2 hours practise a day)	6 hours	Violin (2 lessons a week, 2½ hours practise a day)	7 hours
Piano (1 lesson a week, 1 hour practise a day)	3 hours	Piano (1 lesson a week, 1 hour practise a day)	3 hours
Music 11; 14	10 hours	Music 21; 24	10 hours
Music 15; 16	6 hours	Orchestra	1 hour
Orchestra	1 hour	Sight Playing	1 hour
Sight Playing	1 hour	English 21, 22	6 hours
English 1, 2	6 hours	Academic Elective	6 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
Recitals		Physical Education 21, 22	1 hour
		Recitals	



### ADDITIONAL REQUIREMENTS—FIRST YEAR

**TECHNIQUE.**—Scales and arpeggios; major and minor (speed, 4 notes to M. M. 62). From G through C, three octaves.

Etudes of Kreutzer, with such supplementary studies as those of Sevcik, Sitt and Schradieck to develop command of the fingerboard and accuracy of bowing.

**REPERTOIRE.**—A major movement of a concerto (Rode, No. 7, Kreutzer, No. 14, DeBeriot, Nos. 7-9, Vivaldi-Natchez, A minor, or similar works); six concert numbers of like grade, including the main movement of a classic sonata.

**PIANO.**—Simple solo numbers and the easier sonatas of Mozart or Haydn.

#### EXAMINATION.—

1. *Technique.*—As stated above. All diatonic scales to be played at a minimum speed of 4 notes to M. M. 66.
2. *Memorized Repertoire.*—One principal movement of a classic concerto; principal movement of a sonata; four concert pieces, representing classic and modern schools.

### ADDITIONAL REQUIREMENTS—SECOND YEAR

**TECHNIQUE.**—Scales: diatonic, major and minor (speed, 4 notes to M. M. 100); arpeggios, three octaves, M. M. 100; thirds and octaves, all keys, two octaves.

Etudes and caprices: Kreutzer, Fiorillo, Rode. Supplementary studies of Sevcik, Sitt, Schradieck, and other composers.

**REPERTOIRE.**—One complete concerto such as Viotti, No. 22, Rode, No. 6; Vieuxtemps, No. 4; Mozart, No. 4. Sonatas of Handel, Tartini (G Minor), Corelli, and comparable works. Six concert pieces of similar grade of difficulty.

The candidate must prepare without assistance a principal movement of a sonata selected by the instructor.

**PIANO.**—Mozart and Haydn sonatas and the easier numbers from Bach's Little Preludes and Fugues or Two-Part Inventions.

#### EXAMINATION.—

1. *Technique.*—All scales memorized, as outlined above, four selections from required etudes and caprices.
2. *Repertoire.*—One complete concerto (two movements memorized). One complete sonata (two movements by memory). Four compositions of recital grade, memorized. Two movements of a sonata, prepared without assistance.

## VOICE

The aim of the voice department is to train talented vocalists in the art of singing. It also provides a means of artistic expression for those

who desire to become proficient amateurs or participants in group activities. Whatever the ambition of the student may be, she is given skillful training in the best traditions of the vocal art.

### ENTRANCE REQUIREMENTS

To enter the two-year course in voice the student should be able to sing on pitch, with correct phrasing and musical intelligence, standard songs in English. The simpler classics are recommended. She should also possess a knowledge of the rudiments of music and be able to read a simple song at sight. Some knowledge of piano is strongly recommended.

### COURSE REQUIREMENTS

FIRST YEAR		SECOND YEAR	
Voice (2 lessons a week, 1½ hours practise a day)	5 hours	Voice (2 lessons a week, 1½ hours practise a day)	5 hours
Piano (1 lesson a week, 1 hour practise a day)	3 hours	Piano (1 lesson a week, 1 hour practise a day)	3 hours
Music 11; 14	10 hours	Music 21; 24	10 hours
Music 15; 16	6 hours	Repertoire Class	1 hour
Repertoire Class	1 hour	Glee Club	1 hour
Glee Club	1 hour	Sight Playing	1 hour
Sight Playing	1 hour	English 21, 22	6 hours
English 1, 2	6 hours	French or German	6 or 8 hours
Physical Education 1, 2	2 hours	Physical Education 15, 16	1 hour
Recitals		Physical Education 21, 22	1 hour
		Recitals	

### ADDITIONAL REQUIREMENTS—FIRST YEAR

**TECHNIQUE.**—Correct breathing, carriage, pronunciation, enunciation, resonance. Scales and arpeggios in moderate tempo, stressing smoothness and evenness rather than speed. Legato and staccato. Correct vowel focus and tone production.

**VOCALISES.**—Six vocalises, to be chosen from the easier works of Vaccai, Concone, and the collections of Marzocchi and Spicker.

**REPERTOIRE.**—At least ten songs, memorized, from the various schools; easier numbers from the old Italian arias and songs; songs of Franz and Schubert, in German; others of same grade in English and French. Folk songs.

**PIANO.**—Simple solo numbers and Kuhlau Sonatinas.

### EXAMINATION.—

1. *Technique.*—As stated above.
2. *Unmemorized.*—The six vocalises offered.
3. *Memorized Repertoire.*—One of the easier operatic arias and one of the easier oratorio arias. Eight songs must be offered, six of which may be in English with others in at least two foreign languages. Candidates must prepare one number unaided.

# ADDITIONAL REQUIREMENTS—SECOND YEAR

**TECHNIQUE.**—Facility, flexibility and smoothness of voice stressed. Major, minor and chromatic scales. Arpeggios. Embellishments. Advanced problems in diction and tone.

**VOCALISES.**—Four numbers, illustrating different kinds of singing and of a fairly advanced nature, such as selections from the later volumes of Spicker's "Masterpieces of Vocalization," or Marzo's "The Art of Vocalization."

**REPERTOIRE.**—At least ten songs (memorized) of a sufficiently advanced nature to represent two years of continuous study. Among the recommended are songs and arias from Bach, Handel and Mozart; lieder by Schubert, Schumann and Brahms; modern French songs; two operatic and two oratorio arias; a well-selected list of songs in English.

**PIANO.**—Easy solo numbers, smaller Bach pieces, easier Mozart sonatas, accompaniments.

## EXAMINATION.—

1. *Technique.*—As stated above.
2. *Unmemorized.*—The vocalises offered.
3. *Memorized Repertoire.*—Representative numbers from each group listed above under "Repertoire." Two of these numbers must be prepared by the student without assistance.

# ORGAN

This department, in its certificate and diploma courses, aims to develop both soloists and capable church organists. Many former students are holding responsible positions as directors of church music in their communities.

## ENTRANCE REQUIREMENTS

To enter the two-year course in organ, the student should have completed sufficient piano study to enable her to play some Bach Two-Part Inventions, Mozart sonatas, compositions by such composers as Grieg, Schubert, and Mendelssohn.

## COURSE REQUIREMENTS

FIRST YEAR		SECOND YEAR	
Organ (2 lessons a week, 1½ hours practise a day)	5 hours	Organ (2 lessons a week, 2 hours practise a day)	6 hours
Piano (1 lesson a week, 1 hour practise a day)	3 hours	Music 21; 24	10 hours
Music 11; 14	10 hours	Sight Playing	1 hour
Music 15; 16	6 hours	Service Playing	1 hour
Sight Playing	1 hour	Organ Construction and Choir Directing	1 hour
Service Playing	1 hour	English 21, 22	6 hours
Organ Construction and Choir Directing	1 hour	Academic Elective	6 hours
English 1, 2	6 hours	Physical Education 15, 16	1 hour
Physical Education 1, 2	2 hours	Physical Education 21, 22	1 hour
Recitals		Recitals	

### ADDITIONAL REQUIREMENTS—FIRST YEAR

**TECHNIQUE.**—The requirements in manual technique are the same as in piano except that the range and speed of scales and arpeggios are limited to the particular demands of the organ. In addition, scales and arpeggios as adapted to pedal technique are studied.

**REPERTOIRE.**—Pedal studies by Buck or Merkel. Bach's easier choral preludes and at least four of the shorter preludes and fugues. Movements from sonatas of Mendelssohn, Merkel, Guilman, and Rheinberger. Three standard compositions.

#### EXAMINATION.—

1. *Technique.*—Pedal and manual scales and studies.
2. *Repertoire.*—Unmemorized: Bach, one choral prelude and one prelude and fugue; one movement of a sonata; two standard compositions. Memorized: one standard composition.

### ADDITIONAL REQUIREMENTS—SECOND YEAR

**TECHNIQUE.**—The requirements in manual technique are the same as in piano. In addition, scales and arpeggios adapted to pedal technique.

**REPERTOIRE.**—Bach, four preludes and fugues, choral preludes. Two sonatas of Guilman, Mendelssohn, Merkel, or Rheinberger. Six standard compositions by classic and modern composers. These are in addition to first-year requirements.

**SIGHT PLAYING (ORGAN).**—Hymns, moderately difficult accompaniment to vocal solos and anthems, a quartette in vocal score four staves in C and F clefs.

#### EXAMINATION.—

1. *Technique.*—As stated above.
2. *Repertoire.*—Unmemorized: Bach, one prelude and fugue, one choral prelude; one sonata; one standard composition. Memorized: two standard compositions; one movement of a sonata or standard composition selected by the instructor and prepared by the student alone.
3. *Sight Playing.*—As stated above.

## H A R P

The harp department aims to develop a sound and flexible technique and an acceptable repertoire. Experience in both harp and string ensemble playing is given to each student.

### ENTRANCE REQUIREMENTS

To enter the two-year course in harp the student should have an elementary knowledge of the piano.

# COURSE REQUIREMENTS

FIRST YEAR		SECOND YEAR	
Harp (2 lessons a week, 2½ hours practise a day)	7 hours	Harp (2 lessons a week, 2½ hours practise a day)	7 hours
Piano (1 lesson a week; 1 hour practise a day)	3 hours	Piano (1 lesson a week, 1 hour practise a day)	3 hours
Music 11; 14	10 hours	Music 21; 24	10 hours
Music 15; 16	6 hours	Sight Playing	1 hour
Sight Playing	1 hour	Orchestra	1 hour
English 1, 2	6 hours	English 21, 22	6 hours
Physical Education 1, 2	2 hours	Academic Elective	6 hours
Recitals		Physical Education 15, 16	1 hour
		Physical Education 21, 22	1 hour
		Recitals	

## ADDITIONAL REQUIREMENTS—FIRST YEAR

**TECHNIQUE.**—Development of a knowledge of the scale, principles of fingering, and chords, with much stress on the tonal quality and production. Special emphasis on accurate and careful pedal work. Thorough knowledge of all the new effects available on the harp, as discussed in "Modern Study of the Harp," by Carlos Salzedo. Working knowledge of simple orchestra parts.

**REPERTOIRE.**—Works by such classical composers as Corelli, Bach, Haydn, and Couperin. Selections from Brahms, Schumann, Tournier, and Pierne and from such moderns as Salzedo and Debussy.

**PIANO.**—Simple solo numbers and the easier sonatas by Mozart and Haydn.

### EXAMINATION.—

1. *Technique.*—As stated above.
2. *Unmemorized Repertoire.*—Three selected etudes by Salzedo. One selected standard orchestra part.
3. *Memorized Repertoire.*—Three concert pieces from classic and modern composers.

## ADDITIONAL REQUIREMENTS—SECOND YEAR

**TECHNIQUE.**—Thorough knowledge of the scale, fingering, sliding, chords, and arpeggios. Adequate acquaintance with the modern effects available on the harp and how they may be applied. Ability to play orchestra parts of moderate difficulty.

**REPERTOIRE.**—Three etudes by Salzedo; one concerto for harp by Debussy or Ravel; one orchestra cadenza; selections from classic and modern composers.

**SIGHT PLAYING (HARP).**—Orchestra parts and accompaniments of moderate difficulty.

**PIANO.**—Mozart and Haydn sonatas and the easier numbers from Bach's Little Preludes and Fugues or Two-Part Inventions.

**EXAMINATION.—**

1. *Technique*.—As stated above.
2. *Unmemorized Repertoire*.—One selected standard orchestra part and one accompaniment.
3. *Memorized Repertoire*.—One concerto for harp; one orchestra cadenza; four selections from classic and modern composers.
4. *Sight Playing*.—As stated above.

## PUBLIC SCHOOL MUSIC

School music demands of the student a broad general education and musical ability above the average.

### ENTRANCE REQUIREMENTS

To enter the two-year course in public school music the student should possess an acceptable singing voice and should have a good foundation on one instrument, preferably the piano.

### COURSE REQUIREMENTS

FIRST YEAR	SECOND YEAR
Major subject (piano, voice or violin, two lessons a week; 1½ to 2½ hours practise a day) 5 to 7 hours	Voice (1 lesson a week, 1 hour practise a day) 3 hours
Minor subject (piano, voice or violin, 1 lesson a week; 1 hour practise a day) 3 hours	Piano (1 lesson a week, 1 hour practise a day) 3 hours
Music 11; 14 10 hours	Music 21; 24 10 hours
Music 15; 16 6 hours	Glee Club or Orchestra 1 hour
Glee Club 1 hour	Sight Playing 1 hour
Sight Playing 1 hour	Psychology 21, 22 6 hours
English 1, 2 6 hours	Methods 17; 18 4 hours
Physical Education 1, 2 2 hours	Physical Education 15, 16 1 hour
Recitals	Physical Education 21, 22 1 hour
	Recitals

The student is required to study piano the first year as either a major or a minor subject.

A certain degree of flexibility is permitted in the second-year schedule in order to meet the requirements of the senior college which the student may plan to attend.

## Description of Courses

**11; 14. THEORY, EAR TRAINING AND HARMONY.** A course correlating the study of the various elements of music through training of the ear, eye and mind. Each topic studied will be accompanied by training in the fields generally separated under the headings of "sight singing," "dictation," and "keyboard work." Topics treated: rhythmic forms, scale formation, intervals; chord progressions employing triads and their inversions, seventh and ninth chords; harmonization, in four voices, of melodies and of figured and unfigured basses.

**Prerequisite:** Students must demonstrate by test a knowledge of notation, terminology and the fundamentals of music form. For those failing to meet these requirements, a special class will be formed. Music 11 is a prerequisite for Music 14.

Six hours a week.

First semester, second semester.

Credit, ten semester hours.\*

**15; 16. HISTORY OF MUSIC.** A general survey of the development of music from the earliest times to the present day. Music prior to the seventeenth century is studied as background for a fuller consideration of the epoch of instrumental polyphony, the Classic and Romantic periods, and the Modern Era. Text, reference reading, lectures, critical and creative listening to many illustrations on the phonograph and Duo-Art reproducing piano.

Music 15 is a prerequisite for Music 16.

Three hours a week.

First semester, second semester.

Credit, six semester hours.

**17; 18. PUBLIC SCHOOL MUSIC METHODS.** A course dealing with generally accepted teaching methods in grade and high schools. It includes a survey of school music material and training in presenting and conducting this material.

Two hours a week.

First semester, second semester.

Credit, four semester hours.

**21; 24. ADVANCED THEORY, EAR TRAINING AND HARMONY.** A continuation of the work of Music 11; 14 that includes ear training, sight singing, dictation and harmonization based on further study of chord material. Topics treated: non-chord tones, chromatic tones, modulation, complex rhythmic patterns, harmonic analysis and original composition; keyboard work.

**Prerequisite:** Music 11; 14. Music 21 is a prerequisite for Music 24.

Six hours a week.

First semester, second semester.

Credit, ten semester hours.\*

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\*Note—Ear Training and sight reading, two hours per semester; harmony and keyboard work, three hours per semester.

29; 30. COUNTERPOINT AND COMPOSITION. Private instruction is offered to those who are qualified. Prerequisite: at least two years of harmony and one year of ear training.

Two half-hour lessons a week. Credit, two semester hours.

SIGHT PLAYING, FIRST YEAR.—Supervised work in playing at sight, with emphasis on notation, melodic, harmonic, and rhythmic analysis. Completion of this course requires ability to read at sight either part of moderately difficult duets, hymns, easy accompaniments for either violin or voice, Clementi and Kuhlau sonatinas and pieces of like difficulty.

One hour a week.

First semester, second semester. Credit, one semester hour.

SIGHT PLAYING, SECOND YEAR.—Continuation of first-year sight playing, with more emphasis placed on musical form, expression, phrasing, and touch. Completion of this course requires ability to read at sight compositions for two pianos, Beethoven symphonies in duet form, easier Haydn and Mozart sonatas and pieces of like difficulty. Accompaniments.

One hour a week.

First semester, second semester. Credit, one semester hour.

PIANO REPERTOIRE CLASS.—Piano music is discussed from the standpoint of touch, phrasing, pedaling, tonal and interpretative effects. Students are given the opportunity of performing. This class, meeting one hour a week, is required of all applicants for the certificate or diploma in piano. There is no charge.

One hour a week.

First semester, second semester. Credit, one semester hour.

VOICE REPERTOIRE CLASS.—This class, meeting one hour a week, is required of all applicants for the certificate or diploma in voice. There is no charge.

One hour a week.

First semester, second semester. Credit, one semester hour.

PIANO ENSEMBLE.—Classes in ensemble playing are held by all teachers of the piano department. Every student in the department, whether piano major or not, may receive this training without extra charge.

One hour a week.

First semester, second semester. Credit, one semester hour.

PIPE ORGAN.—Individual lessons adapted to advancement of student.

VIOLIN AND OTHER STRING INSTRUMENTS.—Individual lessons adapted to advancement of student.

VOICE.—Individual lessons adapted to advancement of student.

PIANO.—Individual lessons adapted to advancement of student.

HARP.—Individual lessons adapted to advancement of student.

#### ORCHESTRA

Two hours a week.

First semester, second semester. Credit, one semester hour.

#### GLEE CLUB

One and a half hours a week.

First semester, second semester. Credit, one semester hour.

#### CHOIR

One hour a week.

First semester, second semester. Credit, one semester hour.



# General Statements

## RELATIONS WITH PARENTS AND STUDENTS

Parents or guardians who register students thereby accept the conditions in this catalog.

Each student before the opening of school receives a copy of the Blue Book. This contains the general regulations pertaining to the social and academic life of the school. Compliance with these constitutes an obligation of citizenship in the group and a condition of the contract of agreement.

Except when they are in the Nashville homes of near relatives, students from a distance are required to board in the school.

Boarding students are under school regulations when in Nashville except as stated in the Blue Book.

Boarding students are not allowed to visit friends or relatives in the city except with the approval of parents and the student counsellor. Permission is not granted to spend the night in the city except with parents or in the homes of near relatives.

All permissions of parents or guardians should be written and addressed to the student counsellor and are subject to her approval.

Boarding students are not permitted to open charge accounts with Nashville merchants except on written request filed by the parent or guardian with the student counsellor.

Parents are requested not to permit their daughters to bring to the school expensive jewelry or valuable articles of any kind. Neither should they bring expensive wearing apparel. The school is not responsible for the loss of such articles.

The school bank, with its system of pass books, deposit slips, checks, and monthly balance reports, not only aids the students in caring for their spending money, but teaches them how to keep a bank account, draw checks, and conduct their own financial affairs. The school is not responsible for money or valuables not deposited in the school bank.

Ward-Belmont does not lend money to students. Drafts made by students are honored only in cases of emergency or upon written request from parents or guardians.

Students should bring sufficient funds with them to care for buying books and other school supplies. This money should be deposited in the student bank until needed. No charge purchases are permitted in the bookroom.

Adequate compensation must be made for any injury to school property.

Prompt and regular attendance is required at classes, meals, and all general assemblies. Parents and guardians are expected to co-operate with the school in securing full and regular attendance. All students

have obligations until the end of the session. Those who leave early or who do not keep appointments throughout the closing days will jeopardize their credits.

Students who are too ill to meet school appointments are cared for in the infirmary and not in their rooms.

School work missed because of absence must be made up to the teacher's satisfaction; otherwise credit can not be given for the course. Ordinarily, a tutor can be provided at \$1.00 to \$1.50 per hour. Examinations not taken at the appointed time must be taken later. For this a charge of \$2.00 is made.

A tutor is provided at moderate cost for students who, in the opinion of their instructors and of the dean, need coaching.

The school reserves the right to withdraw any class for which there are not as many as six applicants.

Any student who leaves the campus without permission, or who attends a dance in Nashville except under school chaperonage, or who cheats in examination renders herself liable to summary dismissal.

To be entitled to a transcript or statement of credits a student must meet satisfactorily every financial obligation to the school.

A student who is found to be out of sympathy with the spirit and the ideals of the school, or who is continually delinquent in scholarship, may be asked to withdraw even though she may not have broken any formal rules.

## Charges and Terms

1944-1945

### EXPENSES AT WARD-BELMONT, NASHVILLE, TENNESSEE

The school year consists of one term of thirty-four weeks, beginning and ending as indicated on the school calendar. The charges here named are for the whole school year, and are due and payable on the opening day of school, but, for the convenience of patrons payment may be made in two installments—in September and January, respectively, as stipulated below—and are subject to sight draft after these dates.

An advance registration fee of \$25.00 must be forwarded with the application, which amount will be credited as a prepayment on the school account. It is not subject to return, unless the applicant is rejected.

Students enter for the entire school year or such part of school year unexpired at time of entrance. No reduction will be made for time lost during the first four or last six weeks of the school term.

Since contracts with instructors and others are made by the school for the entire school year in advance, no reductions will be made on account of dismissal, withdrawal or other absence, except in cases of protracted illness of the student. The school will then share equally with the patron the board and miscellaneous expense on the basis of \$25.00 per week, except that no allowance will be made on the first four weeks of such enforced absences.

Two students coming from the same home (sisters) will be allowed a reduction of \$150.00 on the joint account; provided, however, that both remain in the school for the entire year and that all charges are paid when due.

Teachers and ministers in active work of their professions and the personnel of the Armed Forces of the United States will be allowed a professional discount of \$100.00 on the charges of the regular course.

### THE JUNIOR COLLEGE AND THE PREPARATORY SCHOOL

ANNUAL TUITION, for any course of study leading to any certificate or diploma but not including those subjects listed under Charges for Extra Work and Private Instruction, pages 93-94, includes

(1) Instruction by best qualified and experienced teachers

- (2) \*Artists Series, composed of at least six outstanding concerts and lectures
  - (3) Physical education, with a full program of sports
  - (4) Infirmary, including simple medicines and nurses' attention
  - (5) Use of two libraries
  - (6) Time of chaperones
  - (7) Protection of students' bank
  - (8) Completely furnished bedroom, including rugs and window draperies
  - (9) Generous supply and *laundrying* of sheets, pillow cases, bed-spreads, face and bath towels
  - (10) Board, a wide variety of fine, wholesome foods carefully prepared and tastefully served.
- Room, single or double, with bath on hall, each occupant.....\$1,035.00  
(\$625.00 on entrance, balance January 1)
- Room, single or double, in suites of two, with connecting bath, each occupant .....\$1,085.00  
(\$650.00 on entrance, balance January 1)
- The preparatory school dormitory has only rooms with connecting bath.

**ANNUAL ACTIVITIES fee, payable on entrance, covering**

- (1) Social club membership
- (2) Athletic Association membership
- (3) The *Milestones* (yearbook)
- (4) The *Hyphen* (weekly)
- (5) The *Chimes* (literary quarterly)
- (6) Post-office box .....\$25.00

## THE CONSERVATORY OF MUSIC

- ANNUAL TUITION**, for any course of study leading to any diploma or certificate in the conservatory as outlined. Two girls in a room, bath on hall, each occupant.....\$1,185.00
- Of this amount \$700.00 is required on entrance and the balance January 1.
- Included are instruction, artist series, etc., as in the junior college and preparatory school.
- ANNUAL TUITION**, for any course of study leading to any diploma or certificate in the conservatory as outlined. Two girls in a room in suites of two with connecting bath, each occupant.....\$1,235.00
- Of this amount \$700.00 is required on entrance and the balance January 1.
- ANNUAL ACTIVITIES FEE**, payable on entrance .....\$25.00

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\*Students may attend additional concerts and lectures in Nashville.

## CHARGES FOR EXTRA WORK AND PRIVATE INSTRUCTION

FOR THE SCHOLASTIC YEAR UNLESS OTHERWISE INDICATED  
DANCING AND RIDING:

Dancing Certificate or Diploma Class (Phys. Ed. 11, 12 or 31, 32) .....	\$150.00
Acrobatic, Ballet, Modern, Plastique, and Tap Dancing, and Limbering and Stretching Exercises—class, 30 lessons.....	35.00
Ball Room Dancing—class, 10 lessons .....	10.00
Private dancing lessons (one-half hour each) in any of the types above .....	3.00
Riding Certificate Class (Phys. Ed. 19, 20 or 29, 30) .....	150.00
Riding. Three hours a week for ten weeks—fall or spring .....	75.00
Road Riding—for advanced students only. One book of ten tickets .....	15.00

### CONSERVATORY OF MUSIC:

Students in the junior college and preparatory school, or special students, may take for credit work in the conservatory, yearly charges for which follow:

Instructor	Subject	Two lessons a week per school year
Miss Adams.....	Voice .....	\$150.00
Miss Brackinreed.....	Piano .....	150.00*
Mr. Dalton.....	Voice .....	225.00
Miss Dann.....	'Cello .....	150.00
Mr. Henkel.....	Organ .....	175.00
Mr. Henkel.....	Piano .....	150.00*
Mr. Irwin.....	Piano .....	225.00
Mrs. Irwin.....	Piano .....	150.00*
Mrs. Malone.....	Voice .....	190.00
Mrs. Parker.....	Harp .....	150.00
Mr. Rose.....	Violin (college student).....	175.00
Mr. Rose.....	Violin (prep. student).....	140.00
Mrs. Rose.....	Piano .....	150.00*
Miss Throne.....	Piano .....	150.00*
Miss Wall.....	Piano .....	80.00
Any music theory, private lessons, two per week.....		100.00

\*Preparatory students, \$125.00.

### PRACTICE ROOMS—RENTALS PER SCHOOL YEAR

Piano practise, one hour daily.....	\$15.00
(Each additional hour \$10.00)	
Vocal practise room, with use of piano, one hour daily.....	15.00
Violin practise room, one hour daily.....	10.00
Harp practise room, with use of harp, one hour daily.....	25.00
(Each additional hour \$10.00)	

(Continued on Page 94)

# W A R D - B E L M O N T

(94)

Organ practise, one hour daily, two manual organ.....	25.00
Organ practise, one hour daily, three manual organ.....	50.00

## LABORATORY FEES:

Art (including Art Club membership), any course (except 3, 4) ..	\$25.00
Biology, chemistry, physiology, typewriting (junior college) .....	15.00
Biology, chemistry (preparatory school) .....	10.00
Speech, any course .....	10.00
Foods and nutrition, any course .....	30.00
Textiles and clothing, any course .....	25.00

DIPLOMA FEE (Junior College) ..... 10.00

DIPLOMA FEE (Preparatory School) ..... 5.00

CERTIFICATE FEE ..... 5.00

## W A R D - B E L M O N T S C H O O L

OCTOBER, 1943



